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# The Church Vacation School

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# The Church Vacation School

*A Discussion of its Principles  
With Practical Suggestion for Its  
Foundation and Administration*

By  
HARRIET CHAPPELL



NEW YORK                      CHICAGO                      TORONTO  
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*Dedicated  
to  
The Devoted Promoters  
of this work  
and  
The Faithful Teachers  
Both East and West  
Whose Service has Inspired  
these pages*

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The things that are revealed belong unto us and to our children forever, that we may do all the words of this law.—*Deut. xxix. 29.*

Thou shalt teach them diligently unto thy children.  
—*Deut. vi. 7.*

Assemble the people . . . that their children who have not known may hear and learn to fear Jehovah your God, as long as ye live in the land.

—*Deut. xxxi. 12, 13.*

How often would I have gathered thy children together, even as a hen gathereth her chickens under her wings.—*Matt. xxiii. 37.*

And the children were crying in the temple and saying “Hosanna to the son of David.” . . . And Jesus saith . . . “Did ye never read, Out of the mouths of babes and sucklings thou hast perfected praise?”—*Matt. xxi. 15, 16.*

The sparrow hath found her a house  
And the swallow a nest for herself, where  
she may lay her young,  
Even thy altars, O Jehovah of hosts,  
My King and my God.  
Blessed are they that dwell in thy house ;  
They will be still praising thee.

—*Psalms lxxxiv. 3, 4.*

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## Foreword

SO far there has been no work before the public which attempts to cover the general policy of the church vacation school and its relation to other social institutions. It is the aim of the author to do this and to make this work an effective counsellor for the church, the committee and the teaching staff, in all the problems of introducing, founding, and conducting the schools and in conserving their results. It is the hope of the author that it may open the eyes of many churches to the effectiveness of this branch of service and will help those who conduct summer work to adopt the most effective program.

The volume has been kept down to a small compass so that it may be within the reach of all workers. It therefore does not attempt to deal with the special crafts and arts in any way to compete with the hymn-books or manuals that may be needed by the teachers of special departments. A few of these have been mentioned that are well adapted to the needs of the vacation staff.

"College Ministry ; Manual and Hymnal," the official handbook of the Daily Vacation Bible School Association, will be especially helpful for the hand-work and music.

This work is intended to produce effective coördination and the right objective for all such work. Much of the material has been gathered from actual experience and observation in the schools, and is largely a collection of practical directions which may



be trite to the trained specialist but will be needed by the many untrained volunteers, especially in new fields.

With information and assistance from the Russell Sage Foundation library and the societies concerned, a brief outline has been made of the history and development to date, so far as the work has been reported to any official center. Indefiniteness in some of the figures is unavoidable because of the incompleteness of some reports or the overlapping of others. If all schools of 1915 could report as advised in these pages, it might be possible to produce a more accurate record of the schools of all localities and of the fruits of their further experience.

The title, "The Church Vacation School," was chosen as broad enough to cover all developments of the subject and yet indicating its limitations. It is used as a descriptive phrase only and is not presented as a substitute for the excellent name usually borne by the schools in operation, "Daily Vacation Bible School."

As the Bible work in the vacation school is of a distinct and rather original type, the chapter devoted to it merely outlines the methods which should be treated in a separate work.

H. C.

*New York.*

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## I

### PRESENT STANDING OF CHURCH VACATION SCHOOLS

**W**ITH the arrival of foreign neighborhoods and conditions of overcrowding in American cities, a new form of social work has been developed which is growing rapidly in extent and in favor. It is the vacation school, and it offers such interesting opportunities to the churches that it may soon become a recognized arm of regular church work.

1. *Testimony to their Value.*—Miss Margaret Slattery recently said: "I suppose the Daily Vacation Bible School does more to teach definite moral guidance than any other agency now in operation. It takes the children when they are impressible and under conditions that make moral guidance easy." This feeling seems to be shared by the general public. The list of endorsers and advisers of this work published by the National Daily Vacation Bible School Association as its Committee of One Hundred is composed of the names of leaders in Christian education and sociology, as well as those of successful pastors.

Various influential bodies have given their endorsement, among them the Federal Council of the Churches of Christ in America, which in December 1908 passed a resolution commending the schools. In 1914 the International Sunday-School Association gave time on its program at Chicago for a full pres-

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entation of the work and voted to recommend it as a method of Sunday-school extension. In this manner it has been widely advertised.

2. **Statistics and Organizations.**—The present extent of this type of work will be roughly indicated by the following figures compiled by the National Association regarding the schools reporting to them. They include many schools promoted by national church societies, although only a part of such schools, and if all were counted the total would be larger.

<i>Year</i>	<i>Schools</i>	<i>Children</i>	<i>Teachers</i>	<i>Cities</i>
1907	19	5,083	70	4
1908	29	7,853	112	6
1909	51	15,036	209	11
1910	82	19,578	336	15
1911	102	26,886	509	16
1912	160	38,306	707	24
1913	215	50,522	1,003	34
1914	297	64,535	1,940	67

Under the encouragement of the National Association, district boards have been formed in Boston, Providence, Albany, Philadelphia, Baltimore, Atlanta, Louisville, Ky., Chicago, Kansas City, Los Angeles, Denver, and Toronto, Can. ; and of these, three have been incorporated, Philadelphia, Baltimore, and Chicago. In Montreal the work is promoted under the patronage of the Sunday-School Association. In Pittsburgh, Detroit, Cleveland, and St. Louis, the schools are promoted by various denominational boards and the Federation of Churches.

3. **Activity of Denominational Boards.**—Denominational boards are taking an interest in the work as a branch of their own activities in mission churches. The Board of Home Missions of the Presbyterian Church in the U. S. A. has perhaps gone

further than any other society, as it has adopted vacation schools as a method of its Department of Immigration in work among foreigners. It has prepared schedules of work and makes grants for the support of such schools in churches under its own direction. It reports: "Last summer fifty-four schools were held in thirteen city and industrial centers. . . . Fourteen thousand children were enrolled of whom 7,500 attended ten days or more. . . . Three hundred young men and women were engaged in this work, one-half volunteers."

Nine of these schools were in New York City and that city will serve as an illustration of the varied agencies at work. In New York there were also a group of Baptist schools, about a dozen conducted as part of the diocesan work in Episcopal churches, several strictly independent, and twenty-five under the National Association. Philadelphia had a list of seventy-odd of which one group was under Presbyterian auspices and another under a local Baptist board.

**4. Character and Type of the Work.**—There have long been industrial classes conducted in connection with city missions, but these should not be confounded with true vacation schools. The summer sessions conducted by the public school boards have many of the same features as the church schools but still are not the same. Since the Chautauqua Assembly was established all kinds of summer schools at resorts and at universities have become popular. But the church vacation schools have a distinct character and type of work which must be understood and loyally maintained if the best results are to follow.



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Perhaps the most direct way to begin the discussion will be to define the work in general as follows : —A church vacation school is a recreation school conducted for idle or neglected children, in a church building, by expert Christian teachers, usually for thirty half-day sessions during the summer vacation, and following a program like this :

Opening devotional exercises.

Music and calisthenics, not less than twenty minutes.

Bible story and drill, half-hour.

Handwork, one hour.

Play.

Formal closing exercises.

Home visitation and outings.

Typical Daily Vacation Bible Schools were first established in five Baptist churches in New York in 1901 by Rev. Robert G. Boville, who continued to promote them, and who secured the incorporation of the National Daily Vacation Bible School Association in 1907, under which body he has to the present filled the office of National Director. The schools also owe much of their development to Rev. E. A. Harrar, Mrs. R. G. Boville and John S. Wurts, Esq., who have continued in the work from its formative period, to Rev. A. H. Limouze of the Presbyterian schools in New York, and to other earnest promoters too numerous to mention individually.

## II

### DEVELOPMENT OF VACATION SCHOOLS IN AMERICA

1. **O**RIGINS under Mixed Auspices.—The beginning of vacation schools in America is as remote as 1866. Like other educational improvements, the first suggestion seems to have come from private initiative and then to have been adopted by public agencies for its full development. Clarence Arthur Perry of the Russell Sage Foundation says in his work, "The Wider Use of the School Plant" (1910):

The first vacation school in this country of which there is any record was held in 1866 under the auspices of the First Church of Boston, but it was in no way connected with the public schools of that city. The report of the Providence superintendent of schools for 1870 states: "For two years past schools have been opened in the summer vacation for such children as wished to attend." . . . These schools were under a volunteer committee. In 1876 they were discontinued but in 1894 they were revived and carried on for six years when they were finally turned over to the school committee. The first municipal board of education to incorporate vacation schools as a part of its system was that of Newark where they were established in 1885. In 1894 the Association for the Improvement of the Condition of the Poor in New York City obtained the use of four public schools and maintained classes in manual training and allied subjects during the vacation season. In 1897 vacation schools were adopted as a part of its public school system by the New York Board of Education.

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In addition he mentions a dozen other cities where schools were first opened in the years extending from 1895 to 1908 and he names the organizations active in their promotion. These seem to have been varied in character, including men's committees, women's clubs, charity boards and individual churches, acting sometimes independently and sometimes in combination with the boards of education. In Chicago there was a Permanent Vacation School Committee of Women's Clubs at work for about ten years beginning in 1898 and spending \$23,000 in all on their schools.

2. **Philanthropic Motives.**—The motives leading to these beginnings were philanthropic, arising from a recognition of the needs and dangers of the children in the increasing congestion of the cities. The late Prof. Chas. R. Henderson expresses the need well in his work on "Preventive Agencies and Methods" (1910) and adds his own summary on the beginnings of the vacation schools:

It was discovered by careful observers that children are exposed, especially in cities, to peculiar dangers during the summer when public schools are closed. They seek enjoyment in the streets and are injured by vehicles; idleness opens the way to acts of mischief; exposure to heat and dirt injures the health; if confined at home there are domestic conflicts and occasions of irritation; when the schools open in the autumn the children have forgotten much they have learned and have acquired habits of rudeness and disorder which hinder the school work and disturb its discipline. The methods of the vacation school are based on these principles: attendance is voluntary; book work is reduced to a minimum; plays are both free and directed, but all are arranged with reference to physical development, quickening of desirable interests and cultivating of a social spirit of coöperation. At first these

schools were established as an experiment by private associations and supported by individual gifts; but they have so clearly demonstrated their high value that the Boards of Education have accepted them in some cities as a part of their regular work.

Much of the unselfish spirit of willing service continued with the schools as they passed under the control of the boards of education. Dr. Perry indicates this in a sketch of a visit to one of the New York schools :

'The June examinations were barely over. The compulsory attendance law was not in operation. Yet here were 700 children coming regularly to school every morning. The principal, as well as most of her thirteen assistants, had just finished a hard year in regular day-school work. . . . No school regulations or professional advantages compelled these men and women to do this summer work, and yet they were giving up six weeks of their summer's rest and staying in the hot expensive city when they could have been in the mountains or at the seashore; neither would they have taught day-school classes for as little money as they received for this work.

There were twenty-eight other schools in New York, and some sixty other cities in the United States where teachers were likewise spending their vacations in the class-room for merely nominal wages and in some instances for no compensation at all.

Teachers and pupils were happy because they were doing what they liked to do. Teachers taught and pupils attended this school because it was a "school of play."

**3. Present Tendencies.**—The increasing interest in manual and physical education favored the improvement of the summer vacation for these schools as well as for playgrounds, but since the summer sessions have become an established part of the public school system there has arisen an increasing tendency to make the summer work serve the ends of the regu-

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lar school program. This is evident in the annual report of the Superintendent of Education of New York City, December, 1914, regarding the schools of the summer of 1914 :

The subjects taught were as follows :

*A.* Industrial Subjects :

Basketry, bench work, crocheting, chair caning, cooking, dressmaking, embroidery, hammock-making, housekeeping, knitting, millinery, nursing, sewing, and Venetian iron.

*B.* Opportunity Class Subjects :

Arithmetic, composition, geography, grammar, history, penmanship, and reading.

*C.* Kindergarten Classes :

Songs, stories, drawing, games, and occupation work.

Primarily these (opportunity) classes are intended to give an opportunity to children who have failed to be promoted in June and need drill work and careful explanations by efficient teachers. This year the circular of information directed that only four classes of pupils should be admitted, namely :

- (1) Those who failed of promotion.
- (2) Those who need attendance of thirty days for employment certificates.
- (3) Foreign pupils.
- (4) Over-age and exceptionally bright pupils, recommended by the day-school principal as being able to "skip a grade."

Every effort was made to reduce the size of the classes and thus avoid the overcrowding of last year. The result was that we succeeded in keeping the general average per class at 41.5 instead of 49 as it was last year.

The introduction of academic or "opportunity" classes into the summer sessions has been so general that in 1912 out of 141 cities maintaining public summer schools there was academic work in 114. This

tends to make the summer public schools merely prolongations of the usual work of the year, for the benefit of special pupils in "making grades." This idea of extending the regular school work over the summer has grown until there are experiments now going on in Newark for the establishment of a four-term year for the public schools. The example of the Gary schools is also having a profound effect toward the inclusion of play time in the school program, and the consequent lengthening of the school day and year. All these developments in the public schools should be kept in mind in considering the work that might well be undertaken by church benevolence.

4. Popular Educational Theories Involved.—The manual and physical education theories have a profound relation to the aims of the churches. Just as the church has always responded to the call of physical need for food, so she may regard the starvation of joy and play imposed on the children of the poor by city conditions as peculiarly her field, especially when she considers its profound influence on character development. If young people are impelled into crime by restlessness under unnatural physical inactivity, it is surely a grave moral issue; and if they can be enabled to gain control of their own faculties and can be fitted for the battle of life by manual and physical training, no charity can be of greater benefit. The moral reactions of manual training are well expressed in the following words from "Handwork Instruction for Boys," by Dr. Alwin Pabst (1910):

It is false from a pedagogical point of view to demand of the child only so-called head work, the regular learning

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of the school. This is, for the first school years especially, a truly bitter food which the child would not take of his own accord. On the other hand with well-directed and selected activities for the hand, he immediately becomes unwearying in his zeal; it is a well-known experience which can be encountered daily in carefully directed courses in handwork that one finds there scarcely any children who are not industrious, attentive, and willing.

If the will is a thought brought into execution, then the motor conceptions which excite the muscles to conscious movements are also in a certain sense the raw material out of which the ethical will is formed. Flabby muscles and a weak will can be traced back to the same causes; namely to a lack of motor activity of the brain. All kinds of physical exercises, gymnastics, and sport, naturally arranged, contribute not simply to the development of the muscles, but also to make them subject to the purposes of the will. . . . The power of mastery and the concentration of attention, which is connected with it, form an element which is of the highest significance in the development of the ethical will.

Clear reason, self-control, stability, equilibrium of character, strong will, and wise accommodation of the thing wished for to the conditions of life, are the characteristics by which all human efficiency is attained.

One of the most important instincts of human nature is the instinct for activity.

Play has also been recognized as removing many stumbling-blocks from the moral pathway and it has been incorporated as an essential part in the vacation school. It not only adds to the pleasure of miserable lives but directed play visibly improves the health, tempers, and social instincts of street children. Dr. Perry reports on the vacation schools :

In Pittsburgh, according to Miss Beulah Kennard, president of the Playground Association, the endeavor has been "to base each department on a normal play instinct and to keep them spontaneous, childlike, and joyous, without

strain and without self-consciousness. . . . Dancing and rhythmic gymnastic exercises receive much attention as the children do not know how to use either hands or feet well. They can neither stand or walk or throw a ball straight."

American schooling has been almost exclusively book work until these recent improvements, but education by training the body is no new thing. Thomas Davidson says in his work, "The Education of the Greek People and Its Influence on Civilization," concerning one period of their history :

There is no arithmetic, no grammar, no geography, no drawing, no physical science, no manual training, only physical exercise, dancing, singing, playing, reading, and writing. And yet if we examine the program carefully, we shall see that it was admirably adapted to the end in view, which was to make strong, well-balanced, worthy, patriotic citizens, capable, through bodily strength, courage, social motive, and intelligence, of meeting every emergency of civil and military life. The first thing that strikes one about it is that it aims at developing capacity and not at imparting accomplishments or knowledge. Its purpose is to put the pupil in complete possession of his bodily and mental powers, so that he may be ready to exert them wisely in relation to anything that may present itself.

The church has too much taken for granted that men are possessed of normally developed natures and need only to will the right to turn their actions into right channels; but since civilization is producing more and more abnormality, the moral results of physical education should commend it to the church as most desirable among her charities.

5. **Extent of Field.**—Under these influences the public vacation schools have developed excellent



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methods and fine equipment, and have increased in number until in 1910 sixty cities were maintaining vacation schools, and in 1912 one hundred and forty-one cities. Reports do not always present the figures of the summer sessions as separate from the general school statistics, so the figures have not been collated since 1912. In that year four hundred and fifty buildings were occupied; in eleven cities the sessions were held six days a week, and in one hundred and twenty cities five days a week; the term ran for six weeks or longer; the attendance was over 300,000; the work had been in existence an average of four years, the oldest beginning in Newark in 1885; handwork only was offered in twenty-six cities and handwork with academic work in one hundred and fourteen cities.

But large as these figures are, the field is by no means fully occupied. The National Association states that in the fifty largest cities of the country there are at least 1,500,000 school children who are untouched by vacation schools, playgrounds, or any welfare agency during the summer. In New York City where there were 36 vacation schools in 1914 under the Board of Education with an average daily attendance of 12,222, and a larger number of church schools, there was no overcrowding of the field. In two boroughs alone, Manhattan and the Bronx, there were at least 70,000 Protestant school children who were enrolled in the grade schools but did not appear upon any Sunday-school roll. If the churches aimed at reaching these children alone they could fill the public vacation schools with them and then multiply the summer schools several times and fill them, without touching the swarms of chil-

dren of other creeds. New York conditions are repeated in miniature in the neglected districts of cities all over the country.

Street dangers have not decreased, either. In 1914 the New York City figures were as follows :

Juvenile Arraignments	-	-	Boys, 11,452
			Girls, 2,464
			<hr/>
			Total, 13,916

Street Casualties to Children			
under Fifteen	-	-	-
			Injured, 485
			Killed, 267

6. Interest of Churches.—There are, moreover, certain elements in care for children that will remain with the church rather than with the public schools partly because the tendency of the public institutions is unmistakable from the facts given. However excellent and necessary the work of the public schools may be, more and more they tend to serve the purposes of the system itself and of those children who are in good adjustment to it. The companionship becomes formal guidance and the play and moral inspiration become routine. Necessarily the public schools cannot teach religion. As a matter of fact there is almost no combination now between church agencies and boards of education for the conducting of summer sessions. Such cooperation has resulted in the school board assuming the whole burden of support and modifying the schools to conform to its own social and spiritual standards.

The church is emphatically missionary in its attitude when it acts at all; the church missionary goes out after the children who are the most needy

and who may be the public school truants. The church teacher is more ready to live with the children and to enter into their problems. Dr. A. W. Small and George E. Vincent in their "Introduction to the Study of Society" say the needs of the child must be met in six particulars if he is to develop normally ; in (1) health, (2) wealth, (3) sociability, (4) knowledge, (5) beauty, and (6) righteousness. The state has learned its obligation with regard to the bodily life, and is making some effort to meet the demand for efficiency for the second and fourth with playgrounds, manual training and trade schools, gymnasiums and public schools ; but it has not arrived at any systematic way of supplying the need of companionship, beauty, and righteousness. Probation officers make some attempt to give sympathetic friendship for delinquents, but otherwise these three needs are untouched by public agencies. It remains for the church worker to give wise sympathetic friendship to the child who does not get it at home. The love of beauty is fed by the music, the order and ritual, the oratory, and the art of the church surroundings, with which the child may come in contact through the vacation school. In its sessions he receives not only direct moral instruction and guidance, but in the gentle loving atmosphere he gains a little experience of what peace with God may mean, and he is taught the way of salvation. There is still a definite field for the church vacation school in these three characteristics of training, as well as in the wide populations untouched by any public agency, and the classes morally incapable of using the public opportunities.

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### III

#### SPIRIT AND AIM OF THE CHURCH SCHOOL

1. **R**ELIGION the Most Effective Center.— Just as a little child adopted into a new home might be fed by servants and amused with many toys amid beautiful surroundings, and yet the child might be crying with homesickness until the new mother gathered him in her arms and made him feel her love, so any benefits provided for children will seem alien to them until they feel the spirit of real love expressed in them. Children instinctively crave love, and they will detect the atmosphere of Christian love which has inspired the organization of a school.

It is inadequate to say that religion is the heart of the vacation school. It not only inspires the program but it is the focus of interest. Street children know only too well the burdens of a guilty conscience, the fear of punishment, the terrors of want, ignorance and helplessness, and only the story of the loving Heavenly Father and of Christ the Saviour from all the pitfalls of life can put their hearts at rest. Character is often crippled by strange childish fears which can be removed by a true faith in God.

2. **Rights of Church Teaching.**—Although the vacation school is most often the special interest of one church or denomination, its purpose is not to teach sectarian doctrines. The audience is too untrained to compass such subjects in the short summer term, and it would never be attracted by them in the

first place. Often the school is supported by people of various creeds, and the invitation to the children is given without regard to creed, but rather to need. Therefore the teaching must cover what is attractive to universal moral instincts, and the original material of religion, the mass of Bible stories, from which each one can draw his own rules of duty, and which it is the right of every American citizen to know. This is a very different thing from theological indoctrination. American institutions demand an education for every child that shall insure his freedom of thought and action. The children come to the school of their own free choice and after they have heard the stories they are still free to exercise their own choice or follow their parents in church attachments. Without the exercise of undue influence there is no ground for a charge of proselyting.

It is admitted that education should include not only information for the mind but training for the emotions and the will. No better material has been discovered for this purpose than the Bible stories. The influence of the teaching of the average Christian church is a benefit to the community, helping to maintain order, and this service of the churches to the community is acknowledged by American government in its attitude toward the taxation of church property. It should be the aim of the vacation school to extend this service by teaching Bible material in narrative and maxims to a wider constituency.

The vacation school is just now the most vital point in religious teaching for the American nation. The public school system cannot consistently teach religion, and the various creeds of the land have not yet come to any agreement as to what spiritual prin-

ciples are essential to our social and political structure and may be safely taught without sectarianism. Not all children will enter the regular church schools. So there is a gap in our educational system which leaves multitudes of children unprovided for. The informal sessions of the summer school fill this gap with their full, direct and unsectarian teaching which reaches all classes. The best methods for giving this elementary knowledge will be discussed under the head of the Bible work.

3. **Spirit of Service in the Church.**—The spirit of service rules in this enterprise and the schools should be presented to the community as an unselfish effort on the part of the church to serve the needs of the community. The element of service may not at first be so plainly evident in the religious teachings, but it will be very clear in the opening of the big, cool church building for the care of the children which will relieve the home, much as the day nursery does. How much real sacrifice there may be in this opening of the building will be felt only by those who know the cost and have the care of the church furnishings; but even to them children should be worth more than carpets.

The spirit of service in those who promote the school will dictate that they provide in the teachers the expert skill which will insure the proper handling of the children and that they secure teachers of the very best culture and professional training. There is no moral gain in simply massing children together, but rather moral hazard, unless they have the right leadership. City children are used to expert leadership in the public schools and will be very critical toward the church that is represented only by in-

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efficient or bungling teachers. The best talent sometimes can only be obtained by the volunteer service of experts, and this will come only through the spirit of service in the churches which leads its members who are college students and teachers to offer their best for the Lord's work, even though it keeps them in the stale air of the city during their rest time.

In turn it reacts for the good of the church to have some of its better class of young people see the problems of life from the view-point of the submerged tenth. The more distressing the surroundings, the more resolutely will they give themselves to the work in conscious sacrifice until their greatest need will be a restraining hand to prevent their spending themselves to exhaustion. Teachers have been known to voluntarily take lodgings in the settlements so as to be nearer their pupils and do more calling, even when street noise and heat seemed to make rest almost impossible. Some of the most successful younger pastors have had an apprenticeship in the vacation schools.

The spirit of the patrons will be shown in the various details where the prescribed routine is exceeded in meeting some need. In one institutional church a donation of crackers and milk was secured and the underfed kindergarten babies had a lunch each day, greatly to their benefit. This has occurred in other cases also, and is a matter of greater importance than many can appreciate. The cost of such a lunch is but a trifle in comparison with the total school expense. Numerous cases have been found where children of working mothers were locked out on the street all day with no proper meals or cool drink. Often these children are so accustomed to privation that they make no complaint and the only

evidence of something wrong comes in collapse before disease or in stunted growth. Wherever it is possible to provide a plain luncheon it should be done. Picnic luncheons are works of merit. The child who has the nickel to go on the car-ride may not be able to buy proper food with his nickels if he tries. Shower baths in the basement of a church are another great blessing to the children. Even a sprinkler pipe giving a curb shower has done so much good that it is one of the recognized methods of one city government. To do all these things freely without any expectation of reaping fruits to its own fame will do a church good and make its spirit even purer.

4. Spirit of Unforced Evangelism.—Love will grow with service in the hearts of the workers and finally they will not be content until they know they have offered the children the greatest gift of all, the presence of the Lord in the heart and the protection of his love. This should be done as a clear result of understanding and love, rather than by a mechanical plan imposed from without. Knowledge of a child's personal difficulties should lead to personal counsel privately. It is more often the case that the child does not understand enough of what is asked of him in religious matters to make an intelligent response than that he refuses through distaste. It is, after all, a good deal to ask of any one, even a child, to re-adjust the whole life to a new center, and one should first show adequate reason why. Many of these children for any outward religious step would have to face persecution that would try the nerve of the bravest Christian. The teacher should first make sure by careful teaching that the children understand Christ's call to them, and then should make at least



one opportunity for those that are ready, to make a fundamental resolution and express it if they wish. A quiet hour of this kind toward the close of the term will accomplish more than any appeal earlier when they have not yet given their confidence to the teacher or are confused. If the spiritual life is once effectively implanted, that is better than many ineffectual attempts. The chief work of the school is sowing rather than reaping.

5. **Vacation Spirit Interpretative of Christianity.**—Besides the spirit of service and evangelism which should be in all the church work of the year, the vacation school has a peculiar spirit owing to the fact that it belongs to the vacation time. Will drives men to their duty but sometimes it overdrives and then it is necessary to turn loose the vital man to follow impulse and let nature repair damages. Such times, if longer than the daily rest, can be classed as vacations, whether they are Saturdays, spring or summer holidays, or irregular idle time. The school child can improve all kinds, as his chief business is growing and playing. A real vacation school is one which does not destroy this recreative nature of the vacation. This would exclude summer sessions of schools which require the same concentration and exertion as the schools of the rest of the year, no matter how excellent their work. It would include any kind of activity that serves the purpose of rest and gives freedom for the impulses of the child and physical relaxation and improvement. The church school preserves the vacation spirit of relaxation and joy, and makes it grow from the soil of religion.

Joy and play arise from a care-free spirit. When the child ceases to depend upon the protection of his

parents he leaves off playing, except under the stimulus of present success. The vacation school teacher must have so serene a faith that she can cast aside all care and anxiety and bubble over with joy and play impulses. The teacher must have faith, not only that her teaching is true, but faith for her own affairs, faith for the child, that it is dear to God and that it will respond, and faith that the Gospel story is the most precious gift of all. The teacher must have love that will enter into the hearts and life-problems of the children, and that will be ready to do what it can to bring help and joy into these cramped lives without thought of appreciation. The teacher who is careful and anxious over the misdemeanors of the children, over the amount of work they fail to accomplish, and over the moral truths they must learn, will fail to give them the greatest good of all, the rule of love that casteth out fear.

6. **Difference Between this and Other Church Work.**—The vacation school differs in character from the usual appointments of the church. The services that are for instruction and inspiration require a discipline that the child cannot endure for more than a short time, and he must then get physical play and rest outside of the church, or in its gymnasium. In the vacation school he practically lives for the most of his day, and finds there both play and spiritual inspiration, self-expression, and sometimes all the loving companionship he knows. The holiday spirit of the school must be maintained since the main object of the school is the happiness and development of the individual child rather than the accomplishment of any particular piece of work or the teaching of any particular art.

7. **Utilizing a Great Opportunity.**—Finally, the aim of the church in this work is to utilize the greatest opportunity amid the distractions of modern life. The summer is the time of relaxation and of open-air living. People then are most accessible in an informal way. The intensity of other interests is lessened and one can gain more uninterrupted attention than at any other period of the year. At no other time in a boy's life will one get his chief and concentrated attention for religious matters. Protracted meetings are absorbing but they take only the evenings, and the boy's mind is occupied with the interests of the day's work or schooling. Even if he is out of school in winter there are so many other activities in progress that the church can claim only a fraction of his attention. If he goes to a summer assembly, that will probably continue only ten days or two weeks.

The Sunday-school has a week-full of other interests between its sessions. Children are frequently absent from Sunday-school a part of the year, so that the total of the year's teaching that any one child may receive will often be no more than the thirty lessons of the summer school, and the period for the lesson is shorter in most Sunday-schools.

The summer school is deliberate in its teaching with opportunity for reflection and review; it occupies the hours of the day when the mind is freshest; it is continuous, day after day, and should be cumulative on that account; and it comes at the time of year when other interests are slackest. Truly every Christian child would be the better for religious training in summer school for two or three years.

## IV

### ADMINISTRATIVE FOUNDATIONS

1. **P**RELIMINARY STEPS.—The origin of a church vacation school is usually in the heart of some one person who notices the need of a neglected neighborhood and knows of this method of meeting it. If this one takes up the matter with his friends and urges it upon the organizations that would naturally be interested, it may result in the founding of a school.

The first question to be settled is the presence of the children. Children who will not be properly occupied in the summer are likely to be seen on the street out of school hours, so if two hundred can be counted in the neighborhood there will be the material for a school. The promoter should then make a hasty survey of the neighborhood to ascertain what agencies are at work and what quarters might be found for the school.

The neighborhood may be entirely destitute of church buildings or institutions for social uplift, and in such a neighborhood, if congested, the people are likely to be entirely indifferent to religion or else solidly enrolled in some foreign church that is unable to follow them with effective service into their new surroundings but that is able to keep them prejudiced against any other religious agency. Although such people are unaccustomed to thinking for themselves in religious matters they will do it most vigorously in

practical matters, and so the practical service rendered by the vacation school will give it great penetrative power among them.

It may be that the only public building in such a neighborhood is the school building, and the school authorities should be asked if they intend to maintain a public vacation school. If the population is not very large it would be inadvisable to try to have a school in competition with a public school. If there will be no public school summer session, the question is sometimes raised of using the school building for a privately supported school. This is not advisable for several reasons. The too-familiar aspect of the schoolroom with its associations of nervous strain is not the best for the children. One gentleman said: "I am sure that when I was a boy you could not have dragged me inside the schoolhouse in summer." Another objection is that nothing should be allowed to obscure the fact that this work is a free-will effort of the churches to discharge their debt to the community; the public schools belong to the people. A third consideration is that the churches should do nothing to blur the defining lines between Church and State or to raise disputes on the subject of religious instruction in the public schools.

The neighborhood may have mission buildings partly unused, social settlements, or one or two fairly housed churches. In this case the people interested in these institutions should be consulted first of all and, if possible, interested to the point of taking up the problem of providing for the establishment of the school. In the case of a settlement conducting good industrial and playground work in the summer, a school may very easily be arranged if the settlement

authorities can be persuaded to welcome the introduction of a Bible worker and if their workers will coöperate heartily in using the school program.

A church in such a situation, most likely, will not be able to support the school entirely, but it may supply intelligent and enthusiastic committee workers who can assist in the work of finding the necessary backers for the school. Also they can often advise as to whether new enterprises in the neighborhood are being planned by mission boards. With a small committee of helpers gathered about the promoter, the next step of official investigation can begin.

2. **Testing the Needs, Demand and Location.**—The question must now be settled as to whether the apparent need is a real one before the public is asked to contribute its support. If the city is so fortunate as to possess an efficient general board of charities or a Board of Public Welfare on the Kansas City plan, valuable advice can be obtained from those sources. Police, health, and rescue agencies can tell of particular needs that will appeal to the public. Such authorities can advise as to the best location for schools and their interest may result in broadening the work until plans for additional schools are included. The facts should be secured regarding juvenile arrests, truancy, accidents, etc. In one city of fifty thousand the conditions were so bad that the mayor formed the habit of going about the streets at night with an electric flashlight to discover the identity of loiterers and sent home scores of the sons and daughters of respectable families.

As the discussion progresses doubts and objections may arise. To determine the need of a given locality the public school registration should be known. If

the families are prosperous enough to have the custom of sending their children away in the summer for long stays, there may not be enough summer population for a school. In any other case the presumption is that they will be idle and needing the school in the summer. It should not be thought that if the children are decently clad and fairly well cared for that the school is not needed. As a rule they are left to the aimless and unhappy play that wastes so much of their growing years. Madame Montessori has demonstrated what wonderful development will result from intelligent direction of their activities. Even if well cared for, city children are condemned to so much inactivity, in school or out, that they all need the encouragement of the vacation school for the development of hands, lungs, and muscles, as well as its influence on initiative, courtesy and social qualities. The child of the small town will prize the stimulus of the instruction in crafts and organized play ; and all children love a story and will profit by the Bible teaching.

The mere fact that the families belong to certain exclusive religious bodies should not carry the conclusion that the children cannot be reached. Often the parents will desire to send their children. Sometimes even when the parents object at first their objections disappear as soon as they learn the real nature of the school. Even when priests or rabbis object they also may withdraw their objections with better acquaintance, and they can always be met with the suggestion that they can open similar work themselves if they wish to hold their parishioners' children from contact with other instructors. It is often impossible for them to give official approval to such

enterprises and they should not be asked for it, but they are often glad to acquiesce tacitly in what is proving a benefit to their people.

3. **Administrative Committee.**—The original committee, having considered all the advice and objections, can now formulate its proposition definitely for one or more schools at certain points, and can now proceed to the formation of a permanent administration committee and the raising of the necessary support. In case one local church is to support the school, still it is well to have a committee for the conduct of the school and a separate fund for its support. This committee would naturally be drawn chiefly from the church in question. Care should be taken that the members of this committee are reasonably likely to remain on the ground during the school term. This is the chief reason for not entrusting the work to some committee already in existence; the members may be absent when most needed.

Because these schools should be placed at the point of greatest need, it is often necessary to apply for their support to city mission boards of the denominations most interested, or to seek for interdenominational support. The results of the schools can always be distributed fairly according to the rules for canvassing under the Federation of Churches; but as pioneer work they cannot always wait for the advance of the regular denominational forces. In case it is necessary to seek support wherever it may be found, the committee can send representatives to all the bodies likely to respond, to lay before them the need, the budget, and an invitation to appoint a representative member for the administrative committee, when a substantial part of the support has been assumed by



them. Sometimes individuals who are large givers can be interested, or civic clubs, organized Bible classes or Endeavor societies, merchants, or factory heads. When an individual has contributed the whole support for a school, he has been invited to name it as a memorial to some friend.

Upon the list of the administrative committee should appear the names of a few persons who are well known as responsible in financial matters, and one of these should be published as treasurer. He should receive every penny contributed and pay it out according to some regular business procedure. Another such person as finance chairman should keep track of all pledges and insist upon their payment in advance of the beginning of the term or that they shall be in writing with a statement of when they are payable. Summer is not a good time to collect funds and sometimes even Christian people forget to pay their pledges or fail to accomplish what they intend, so nothing should depend on vague intentions to help in the support. The salaries paid the teachers can never be large enough to allow superfluous profits and a disappointment as to what has been promised may cause serious hardship. Any failure in Christian work to meet contract obligations promptly is disastrous to the honorable standing of the enterprise. The promoters should curtail their plans according to funds available by the end of June or be ready to stand back of their contracts personally. Salary contracts or orders for goods should be made in some regular written form to avoid misunderstandings, and teachers' salaries should be paid at understood times and completed by the end of the term.

It may be thought that since there is a danger of

mercenary motives spoiling the work of the teachers, it would be better to have unpaid service or uncertain salaries. But the young people who are preparing for callings of service, or are engaged in altruistic work, such as teaching, are usually much in need of income during the long summer vacations and they are all the better in the work when they have a definite income about which they need not worry. The work will be seriously damaged if they have any cause to feel that they have not been fairly dealt with.

4. **The Budget.**—After the location of a school, the question of costs will be the next one for the committee to take up. The normal budget, where all supplies are bought and all teachers paid, totals about \$250. This allows about \$40 for supplies and salaries ranging from \$5 to \$12 a week for the staff of four teachers. Sometimes a principal will demand \$100 for the season, and sometimes a teacher or assistant will take the work for what is only car-fare money. Kindergartners will work for the lowest salaries and the principals, being usually men or expert teachers, receive the highest. The securing of outfits, or providing of transportation, may create unusual items of expense. Lunches, picnic treats, etc., are not allowed for in the total above. Some money will be needed for hymn-books, etc., printing, postage, etc., so that the allowance is rapidly appropriated.

The budget for a school can be reduced in several ways. If a church resolved on having a school will designate one or more of its regular paid workers for the school staff, their salaries will not appear on the school budget but on that of the regular church expenses; and in that case the church must be willing to consider the school work as equivalent work for

the church and not require a double task of the workers. By appealing to some home mission board the services of some worker in the city may be secured, who is already supported on the field by that society.

If the committee is active in securing the donation of supplies before the opening of school, the bills for supplies can be materially reduced. Where a donation of some particular material is available, it will naturally influence the choice of subjects. The securing of material is discussed in some detail in Chapter VIII. Like materials, free service may be secured from the members of the church or young friends, but this economy should be decided upon only after a decision as to the value of the services in question according to the discussion in Chapter V.

5. Securing, Supervising, and Training Staff.—The remaining task for the committee—and a difficult one—is the selection and preparation of the teaching staff. It is well to plan first for the head of the school, and to secure if possible an experienced one. If the assistant pastor or church missionary has been fitted for such work it may be an advantage for the church to appoint this one, as his interests are in the field and the salary is already arranged. Perhaps a member of the church who is a professional teacher is available and he might not require as much salary as a stranger. The same may be true of the kindergarten. Excellent and skillful service is found among the ministerial students. Whoever is chosen, it should be a man, or a woman specially qualified as a leader, and he or she should be consulted with regard to the choice of the remainder of the staff and charged with responsibility for the success of the

whole work. In case a strong local leader is found, he may be able to help in the training of volunteers beforehand and in arranging a schedule for those who can serve only part of the time. One such leader was able to do this with such success that on his staff appeared the names of twenty-two college graduates, missionaries, and professional teachers working without pay and maintaining a high standard of work.

One economy should be avoided, that of having too small a staff for proper discipline. Dr. Hastings H. Hart of the Russell Sage Foundation says in his "Preventive Treatment of Neglected Children" :

The free association of multitudes of children and young people affords opportunity for great moral hazard which can only be obviated, first, by the presence of a sufficient number of conscientious attendants, and second, by the assiduous cultivation of a public sentiment for the maintenance of such an atmosphere. This requires that the people who are employed about the public playgrounds shall be selected with the utmost care and shall receive social instruction and training.

If it is impossible to provide for a full staff of four, the school can be made a "junior" school, not admitting so large a number and then only the younger children, and on this plan a kindergartner and one other efficient teacher can conduct a satisfactory school. The trained kindergartner will need little instruction, but she will obtain much help in adapting her work to the vacation term from the schedules mentioned in Appendix F.

Where the committee has the duty of choosing paid workers for a number of schools, it will need to receive applications and hold them until the qualifications of the candidates can be considered or until the

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candidates can be tried out a little in a preparatory institute. Such opportunity institutes have been conducted in a number of cities. Every session should include practice of the opening and closing exercises of the school led by some experienced teacher, and some practice of the other assembly work of the school such as teaching songs or telling stories. The rest of the sessions should be given to instruction in such topics as the following, with perhaps handicraft classes :

School Organization—Duties of Staff, Methods of Discipline. Cultivation of Reverence and Patriotism.

Bible Department—Methods Explained. Model Stories and Helps.

Music Department—Its Aims and Ideals. Practical Suggestions.

Manual Department—Its Functions in Character Building. Models Shown and Principles explained.

Kindergarten Department—Methods and Suggestive Helps.

General Instructions.

Specialists can be found in any great city who can discuss these topics and conduct classes in the handicrafts and those who are leading already in the vacation school work can often be secured to come to give instruction in the methods of the schools.

While such instruction is indispensable for the best results in the schools, there should be no expectation of producing competent teachers with this amount of instruction only. No one would expect to produce a competent musician in six or ten lessons, and it should not be expected in the other subjects. But persons who already have a foundation

of general culture and technical skill in similar arts can be taught to adapt it to the particular program of the vacation school in such institutes. The woman who is a good practical sewer can learn the succession of stitches to be taught and the method of teaching them, and can make the series of articles prescribed for the term's work to use as models. The man accustomed to manual and cord work can make his model hammock and learn the pitfalls of giving out cord, laying out work and finishing articles.

In fields where many teachers are to be employed, in order to prevent too great divergence in the quality of the work and to help the inexperienced ones, a supervisor in each subject should be chosen who shall set standards and inspect the work of the teachers during the season. These supervisors should be the ones to appear in the last detailed instructions to appointed teachers. They may help in the selection of teachers, passing upon their special skill.

It has been found almost indispensable to hold a three-day institute just before the opening of the schools in which the teachers can receive instructions regarding the numerous practical details of the work, can practice the songs and salutes together, and become acquainted with each other and their supervisors. In this institute the teachers attending are those who have been already appointed and designated to certain duties and fields, and in some cases it will be their first contact with the methods of the schools in some particulars. It should also serve a devotional purpose, giving a few hours for creating a unity of purpose in prayer together, and from these sessions the workers will go with enthusiasm to the actual contact with the field itself. (See Appendix B.)

V

ORGANIZATION OF A SCHOOL

I. **G**OOD Staff Material.—Since much of the good accomplished in a school arises simply from the contact of the children with the teachers it follows that the character of the members of the staff is a matter of the highest importance. In a well-chosen staff the four following elements probably will appear :

First, the people sufficiently alive to the finer interests of life to seek education, and of enough capacity and thoroughness to have reached college or seminary, are of the type to command the respect of the children and to help them by their mere personality. At the same time, the college student is likely to have an interest in this form of vacation work, and in many cases is looking forward to the profession of teaching, preaching, or sociological work, and therefore will prize this experience. The National Association seeks especially to interest college students to the point of supporting representatives in the work, in the name of the college.

Another strongly helpful element in the teaching force is that of the trained local worker. This person may be a church missionary, an experienced Sunday-school worker, or an assistant pastor, and he can bring to the school a knowledge of the families and of the neighborhood tendencies that will give a

great advantage for the discipline. He will also be able to draw upon the church for volunteer workers and contribution of supplies as a stranger could not. The church will feel more at ease about the use of their plant when they know that one of their own number is present daily. Especially is such a worker valuable in tracing missing pupils and keeping a hold on them when the school is over, and the staff should listen to what this one has to say about the calling.

Professional teachers are a most valuable class of workers. They may tend to bring with them ways that are a bit dry and technical, but the children will respond to their well-known methods and they will be most valuable in their influence on the other less experienced teachers. Their disadvantage is that they may forget the missionary phase of this work and wait for the children to come to them, or they may be critical of the methods or supplies furnished them. In the kindergarten the trained teacher is a necessity because of the helplessness of the little people to act for themselves or to resist wrong influences. When a public school teacher is a member of the church concerned or a devoted Christian who wishes to engage in the work as a matter of Christian service, the results are most excellent.

The remaining class are those who appear from the church membership with no experience but with the adaptability of youth and enthusiasm, and the others who are proposed because of known skill in some particular craft, but in teaching\* would rank as amateurs. It is worth while to encourage such workers if their personality is good, if they can be put under the direction of experienced leaders.



After they have gained experience they may remain as strong supporters of the work in future years.

2. **Adjusting the Personnel.**—The staff which has been gathered from these sources usually shows the following constitution :

Principal and boys' leader.  
Industrial teacher.  
Music teacher.  
Kindergartner.

When the principal first gathers his staff about him he should study carefully their adaptability to each other and the division of work. Sometimes a group of friends has been secured for work in one school together and this may be a great benefit to the team work and school spirit. It should not be allowed to make the school work subordinate to their diversions and personal interests. If there is a decided incompatibility of temperament between some of the members of the staff a change should be sought even at the last moment. The term is too short to allow any time after it begins for readjustments.

The committee should assist the principal in the final assignment of the details of the work, for sometimes better work can be secured by shifting some duty from one teacher to another, and all the teachers must be impressed with the real scope of the work. They must all take a fair share of the calling, preparation of materials, care of the premises, and preparation for special outings or celebration, and if one or two are inclined to shirk these less defined duties for occupations of their own, it will give rise to irritation among the others who are overburdened. The principal should be free enough so that he can

shoulder the burdens that may arise from the growth of the work.

3. **Division of Duties.**—With a staff of four the duties would normally be distributed according to the following schedule from the Woman's National League :

*Duties of the United Staff*

Preparation for school at 8 : 30 A. M.

Canvassing for pupils and home visitation.

Attention and keeping order at general exercises.

Putting away work and closing premises.

Direction of play and help at outings.

Attendance at teachers' conferences.

Loyal team work for the school.

Every member of the staff is responsible for the success of his school and should be prepared and willing to conduct any part of the day's program.

*Individual Duties*

**Principal :**

General oversight and assignment of special duties.

Opening exercises and habit talk.

Bible Story.

Industrial work and sports for the older boys.

Daily reports.

**Industrial Teacher :**

Plan and oversight of industrial work.

Play piano.

Teaching basketry, sewing, etc.

Daily report to the principal.

**Music Teacher :**

Oversight and leading of all music.

Teaching the music lesson.

Teaching sewing, raffia, etc.

Daily report to the principal.

**Kindergartner :**

Entire charge of youngest children.

Daily report to principal.

The principal should be the teacher of the older boys in some handicraft or in their sports, so that he

may get the close personal contact that would be lacking if he merely conducted the school. He should lead in the opening exercises and the moral teaching of the school because he is the best one to command the respect of the most unruly class. He can give his announcements at the habit talk period, and if he is careful not to be prosy he can usually make a success of the habit talk, whatever his talents. But if he has not the gift of being interesting to children he should look for some one on his staff who has that gift to tell the Bible story. Sometimes an industrial teacher will be specially trained in story-telling. Whoever is assigned to this duty should have a solid knowledge of the material to begin with, and should be able and willing to spend the necessary time in preparation each day, or the work will be a failure. Sometimes the principal has musical skill that can be used and sometimes another teacher has more skill as a playground leader than he. If the principal is a woman she may be an excellent leader of boys or a man can be found for work under her. Many women are trained playground supervisors.

As the leading of the music and the leading of the handwork take special preparation each day and demand considerable expenditure of nerve force, they should not be assigned to the same person, but two teachers should be chosen, one to lead each subject who can assist the other in her department. Just which industrial classes shall be taught by each of the teachers will depend partly on the school and partly on the preference of the teachers, but usually the raffia and basketry falls to the industrial teacher, the sewing to the music teacher, and the hammock making and woodwork to the principal.

Volunteers will sometimes appear who will not take any of the general work of the school but will teach a single class in woodwork, leather work, sewing, or some other special subject. This will relieve the regular staff, enabling them to work more easily with the remaining children. But usually the chief value of irregular volunteers is in the subdividing of large classes for work under the direction of the regular teacher. The supporters of a school should always be reminded that if such volunteers will help, the usefulness of a school can be considerably extended. Sometimes a young ladies' class can send one volunteer for the sewing every day, even though it may not be the same person.

During the general assembly work of the school, whichever teacher is not leading at the front should apparently pay interested attention to the proceedings, but really be on the watch for disorder or possible disturbance from visitors or late-comers, etc. This kind of service has a great effect on the success of any session. Running around to lay out materials or perform belated tasks will effectually destroy the impression of the general exercises if it does not create actual disorder. Every teacher should know from the beginning the help that is expected of them in this respect.

4. **First United Work.**—The term begins on a Monday, usually, just after the Fourth of July. The final institute is held during the preceding week and at least one half-day is assigned for the staff of the school to visit the premises of their future labors and to canvass the neighborhood. On the premises they should look for the best entrances and exits, interview the janitor as to keys, and locked closets for

materials, and decide on the rooms for the boys' workshop and for the kindergårten, which must have a separate room. Sometimes they will find a shady yard available for part of the work, and sometimes they will find it will be necessary to erect a small tent before all the departments will have suitable space. They should look for any neighborhood playgrounds, parks, or other advantages that may be used. The plans for the seating of the school or even part of the program may have to be modified because of lack of a piano or blackboard, or some peculiarity in the rooms, as in the case of a school on the ninth floor of an office building which had to suppress its singing to a large extent.

At this same time the teachers should divide the neighborhood between them and after posting the large door notice, should go out with the cards of invitation to canvass for pupils. If they can enroll them in the homes with their parents' consent, the attendance will be made sure. Also the teachers should make arrangements for the school to be advertised in every Sunday-school of the neighborhood the Sunday before the school opens.

For this preliminary canvass and for prompt work on the opening day the following outfit is needed :

\*Door notice or poster.

\*School banner.

U. S. Flag.

Invitation tickets or flyers.

\*Registration cards and punch.

\*Principal's daily report card.

\*Report or record blanks.

Locked trunk, box or closet for storing materials.

\*Manuals and music books for use of the staff.

Piano.

FIRST WEEK					SECOND WEEK					THIRD WEEK				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">SEVENTH WEEK</div> <div> <p><b>Daily Vacation Bible School Association</b>  <b>REGISTRATION CARD, Season 1924</b></p> <p>School at _____ City _____</p> <p>Name _____</p> <p>Address _____ Floor _____</p> <p>Age _____ Nationality _____</p> <p>Creed _____ Sunday School _____</p> </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <p>These cards are the only means by which the church located here can follow up the work and the children. Fill out carefully. Preserve and deposit with church visitor at the close of school session.</p> </div> </div>														
FOURTH WEEK					FIFTH WEEK					SIXTH WEEK				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

*Copy of Sample Registration Card, 5 inches long.*

<p style="text-align: center;">HELD AT THE</p> <p><b>Olive Tree Inn School</b>            344 East 23rd Street            Begins Monday, July 10th            at 9:30 A. M.</p> <p style="text-align: center;"><b>LASTS FOR SIX WEEKS</b></p>	<p>Singing, Games, Bible Stories</p>	
	<p><b>DAILY VACATION</b>  <b>BIBLE SCHOOL</b></p>	
	<p><b>Non-Sectarian</b></p>	<p><b>All Children Welcome</b></p>

*Copy of Sample Invitation Card, 5 inches long.*

**Come On Boys and Girls  
We Are Going**



**To Have Six Weeks of Fun**

learning to do things at the

**VACATION SCHOOL**

held in

**St. Michael's Chapel**

19th and Lombard Streets

**9:30 to 11:30 Monday to Friday**

**Beginning Tuesday, July 6, 1915**

**Daily Vacation Bible School No 80**

***Costs you nothing, gives you much.***

*1915 Invitation Card from Philadelphia*

Scripture portions and cards.

Blackboard and crayon or place to hang paper sheets.<sup>1</sup>

**5. Opening Day and Registration.**—For the opening day the teachers should make sure that they will have enough material on hand to give the children a taste of the actual work, although the most of the time must be given to registration on that day, after the general assembly. In filling out the registration card a note should be made on the back of any interesting facts, and the greatest pains should be taken to make the record a full one. This will enable the teachers to learn the nature and peculiarities of the children owing to foreign birth or religious training, and by this record they can watch the progress of their school in attendance and achievement.

**6. Outline for Statistical Report and Explanation.**—After school each day the staff should assemble to report to their principal the statistics of the day, new registrations and interesting facts. The daily report post-card will have a very good effect in keeping up the program of work. It is used by schools of the D. V. B. S. Association in reporting to the city superintendents.

As the term goes on they should consider every week the details of the complete record of the school. A systematic report of the work of the school is due to those who support it and is the only guide toward improvement in the work for the future. If the suggested outline is remembered in registering the children, the principal will have no trouble in making an adequate report.

<sup>1</sup> The articles starred can be secured from the D. V. B. S. Association, 90 Bible House, New York City.



First Week					Second Week					Third Week																		
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15														
Draw a circle around Date on which scholar is enrolled															Name.....GIRL													
															Address..... Floor.....													
															Age..... Assigned to..... class													
															Father's nationality (race by language).....													
															Parents' Church..... Day School.....													
Sunday School attended..... " Grade.....																												
Fourth Week					Fifth Week					Sixth Week																		
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F														
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30														

(Face)

## FINAL REPORT

No. days enrolled..... No. days attended.....

FOLLOWING THE CLOSE OF D. V. B. S.

Called on by..... Date.....

Is attending..... Sunday School

Clubs, Classes, etc.....

(Reverse Showing Report of Follow-Up Work)

**Copy of Registration Card used by  
Presbyterian Schools**

## Term Report Outline

No. . . . Name of school . . . . . Full or Partial . . . .  
 Location by street and city . . . . .  
 Institution supporting school . . . . .  
 Cost; cash . . . . . Services contributed . . . . .  
 Calendar of Term . . . . . Dates . . . . .  
 No. of sessions . . . . . Length . . . . .

### *Staff and Subjects Taught:*

Name and subjects taught . . . . .  
 Address . . . . . College . . . . . Year of class . . . . .  
 (Same for every teacher, marking volunteer or part time teachers.)

### *Enrollment of those present three sessions or more*

Kindergarten . . . . Boys . . . . Girls . . . . Total . . . .  
 Average daily attendance . . . . . % of enrollment . . . . .

### *Enrollment Classified*

By Religion; Prot. . . . Cath. . . . Jew . . . . None or Misc. . . .  
 By Nativity; 1. Native American . . white . . colored . . total . .  
                   2. American born of Foreign Parentage . . . . .  
                   3. Foreign born . . . . .  
 By Race; (name and number of each group) . . . . .  
 By any striking industrial grouping of parents . . . . .

### *Work of School*

No. of Bible Stories told (kindergarten and main school separately),  
 and memory prizes won . . . . .  
 No. of Songs learned . . . . .  
 No. of Articles made (in main school) . . . . .  
 Gifts of handwork and destination . . . . .  
 Gifts of money for missionary purposes . . . . .  
 No. of outings . . . . .  
 Exhibit or Commencement . . . . .  


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 Remarks on any special features of school . . . . .  
 Continuation activities or prospect for future school . . . . .  
 Signature and address of one filling out blank . . . . .

The principal can increase the interest of the report by adding stories of the individual children, illustrating what the school has done for them.

In explanation of the report headings there are several points to be noted: In cities where there is a group of schools, each school should accept a number in the series and use it from the beginning of the term. It will give the children a sense of belonging to a great enterprise and it will facilitate business. If the school is only a kindergarten or junior school, that should be stated in connection with the name. A knowledge of the exact post-office address is sometimes necessary for visitors or correspondents. Under the head dealing with the support of the school any committee, church, society, or individual contributing a decisive part of the support should be named, and large contributions of goods or service should be mentioned. Under staff and subject, every teacher's name and position in the school should be given, and the subjects assigned to them, including music, games, and presiding over the assembly.

Under the enrollment it is of interest to retain the name of every child that shows sufficient earnestness to come three days. Sometimes an uninstructed principal will report every name offered, even if only once, and so will retain useless names and enrollment numbers that give a false impression. The daily attendance will afford correction as to the size of the school, and putting the enrollment test high will make enrollment practically the same as attendance. The only essential is that some uniform rule should be observed, and if any other standard is used, a note stating what it is should be attached to the report.

The kindergarten enrollment needs to be distinguished from the enrollment of older children, and if it is desired to register the kindergarten boys and girls separately it can be done, but it is not very significant. In the main school the statistics of boys and girls are significant since variations there tell of modifications in the work of the school. It is helpful to strike an average attendance for each week of the term. The average for the first five weeks will answer very well for a term average for use in early reports. As enrollments are not wise during the last week the total enrollment can also be made up at the end of the fifth week. The principal should try to make out his whole report at the end of the fifth week so as to be prepared for the emergencies of closing days, and if changes occur in the last week they can be incorporated as corrections with little loss of time.

There may be but a small proportion of church memberships among the children, so religion should be reckoned on the basis of family attachment, early training, or persistent Sunday-school attendance. Interesting personal items should be entered on the backs of the cards as fast as they can be ascertained. The groupings by nationality and race will furnish valuable guidance as to the aptitudes of the children. If possible the three varieties of nativity should be ascertained, including under (1) only those of American parentage, since otherwise many children might pass as American who are essentially foreign in family life.

The different races or nationalities that are prominent among children registered include the following; and care should be taken not to register one child twice, by race and nationality both:

African, American (native white), Armenian, Austrian, Bohemian, British, Chinese, Croatian, Danish, French, German, Greek, Hungarian, Indian, Irish, Italian, Japanese, Jewish, Lithuanian, Lett, Mexican, Norwegian, Polish, Roumanian, Russian, Ruthenian, Servian, Scotch, Slav, Swede, Syrian, South American Spanish, Turk, Welsh.

In summing up the work done by the schools there should be a statement of the gifts prepared by the children for invalids or children's hospitals with the name of the institution to which they are sent. If the children themselves visit the hospital with their gifts it may be mentioned. The gift money mentioned should be that collected by the children for some purely missionary purpose, and should not include any payments for materials or money collected toward the expenses of the school.

7. **Need of Team Play.**—When duties have been fairly apportioned and are well understood there still remains a need for a loyal spirit of coöperation for the good of the whole work. A selfish aim is sure to work mischief in any form of Christian work. The individual teacher should be eager to make a good record which can stand to his credit later, but such motives should be only secondary, and he should put first the need of the child and the good of the school. The whole staff should aim at team play in its best form, for if any change in arrangements or closer understanding between teachers can bring one more bit of help to the child, it should not fail of accomplishment. Soon the teachers will say, "The harvest is past, the summer is ended, and the children are not saved."

The one who would seem to have least part in this

team play is the kindergartner. Her little people have not much to do with the general school program and not often can they join in the outings because the babies cannot endure the same fatigue as the older children. She must plan separate diversions for her little flock with suitable times and places, and see that they safely reach home again. Still her coopération is most essential to the success of the school. She must be willing to take children younger than the regular kindergarten age if their big sisters bring them, and she may be serving the best interests of the school by keeping in her department children who may be eight or nine years old, if they are not well developed mentally. The finances of the school may not allow of the purchase of standard material, and her ingenuity and time will be taxed to make use of cheaper stuff or what may be donated, and still preserve the educational value of the work. She must be thoughtful to produce work that will be popular in the homes for the general credit of the school. Her calling reports will be of special help to the principal and there will be some homes that will find through her their only connection with the school. She will be especially near the mothers and can encourage them to attend outings or evening entertainments. Finally there will be days when no one but herself will know whether she gives her Bible lesson conscientiously or substitutes some easy and familiar nursery story. With so much depending on her skill and character, the kindergartner cannot be an amateur and is an important member of the staff.

“Little mothers’ ” classes may be the result of willing coopération. If announcement is made of some special handwork, such as sewing, embroidery,

or lacemaking, especially for girls charged with the care of babies, a goodly group may be gathered, in some neighborhoods, that can be taken to some quiet corner where the babies will not disturb the rest of the school. The babies can sleep in a quiet pew while their caretakers are enjoying the work, or if a bit of shady lawn is available they will be happy rolling about on the grass.

Coöperation may extend to neighborhood institutions such as parks, playgrounds, baths, or other advantages for the children. If the teachers will establish friendly relations with the people in charge of these agencies they may be able to arrange regular times for their use or have game courts reserved at times for the vacation school children. The influences of such places should be carefully watched.

There are other forms of neighborhood contacts that will repay consideration. Sometimes there are railroad tracks that the children are afraid to cross and if a teacher will meet the group by appointment and escort them across the difficulty may be overcome. Ice firms and grocers may be moved to donate something for the children's use. A day nursery may be glad to send some of its children for the classes. A policeman may be glad to assist with the march to an outing. Many cheering sides of human nature may be discovered by workers willing to live with their schools a little.

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## VI

### DISCIPLINE AND PROGRAM

1. **P**RECAUTIONS.—There are various ways of securing order. The first precaution is that of making the children feel that nothing is left to chance but that they are under supervision, however gentle, every moment.

An essential factor is to keep their attention so constantly engaged that they will have no opportunity to think of mischief. If the program moves along with no uncertainty or pauses their curiosity will be alive to see what is coming next. Hesitation on the part of the leader will give impatience a chance to break loose. A skillful leader has been seen to keep three hundred children in perfect order during delays in passing supplies or in waiting for a speaker, by continuing speaking in the most quiet way, telling little anecdotes or "patter." By this device the children's attention was kept on the platform and did not wander to the chances for disorder-making among themselves.

Another inducement for keeping order is the anticipation of something the child enjoys. As soon as he has begun a piece of work which he likes, or has learned to enjoy the stories, he has given hostages for good behavior which should keep him in order even through blundering and stupid exercises. But the staff should try to leave nothing in the program which can prove a temptation to disorder. There



will constantly appear new children who have not come into harmonious relation to the school and who will be disposed to "try out" the teachers. No loophole should be left for them to make disorder, especially as an occasional child will appear who has been instructed to get what he can but to make things lively for the school.

2. Entrances and Exits.—It is most important to keep control of entrances and exits so that the children know there is no chance to run about and escape the eye of the teacher, and so that improper persons are not admitted and disorderly ones are promptly excluded. The barriers may be invisible but they must be there. Doors into rooms not needed should be kept locked. Some doors need be opened at certain times only. Fire laws may forbid the locking of the exit door but it may be closed with a latch opening from the inside only, or a monitor or friendly janitor may be willing to sit on guard. An outside gate may be locked and serve the purpose of controlling exit even when the door of the building must be open. For lack of precaution in this matter, armfuls of good materials have been thrown around the street by those who had escaped from the class rooms.

Promptness in attendance helps toward order, and it may be necessary to close the doors during some part of the exercises to enforce it. Any tendency to cut the opening exercises and come for the industrial hour alone should be nipped in the bud most promptly by not allowing the children to have their work when they are so tardy. Tardiness cannot be altogether avoided as the parents often are the ones responsible, and such family customs as send the

babies to school on Mondays with heads stupid from the fumes of Sunday beer. If the children overcome the temptation to laziness and other difficulties, and are prompt when attendance is a voluntary matter, it is a discipline of greater value than when promptness is compulsory. The schools may thus be creating a spirit of real enterprise and system that may lift the children ultimately out of the needy class.

The method of admission and registering attendance is an important part of discipline. There are two good methods. By the gradual method the school doors are opened fifteen minutes or more beforehand and the children, as they come in, register their attendance with a teacher who sits by the door. In this case the other teachers must see that the children take their places quietly and wait in their seats without disorder until the signal is given to stand for the opening hymn. Some one must then be on duty at the door to register the late-comers, or the doors must be closed. The other method, that of the opening march, which is better suited to rough neighborhoods, is to keep the doors closed until fifteen minutes before the time, then form the children assembled outside into line and let them march in to music to their seats where they remain standing for the opening exercises. With this method the first few rows of seats are reserved for the kindergarten, but otherwise the children are seated as they come. By giving each child a number a skillful teacher may be able to take the registration at the door as they march in, but usually the registration must be taken in the separate classes during the handwork hour. With either method of admission the building should not be thrown open so that the children

can wander about in it at will or bring their play into it before the session. Before the doors are opened some of the teachers may be making door-step calls, looking up missing or new children, and sometimes the one on duty at the building can put in the time profitably by starting games among the children assembling on the street outside.

3. **Inducements for Good Conduct.**—For the older children, the possession of their completed articles, if made conditional upon good behavior, will be a powerful inducement for order. They should know from the beginning that while care and instruction are furnished free, the materials belong to the school and it will rest with the teachers whether the completed articles shall be given to the children or not, and certainly not to disorderly children. In some municipal playgrounds the children are required to bring pennies to pay for the materials before they can claim any of the completed work, so they will readily see the justice of this requirement.

Schools that can arrange free outings or evening entertainments can utilize them as an incentive for regular attendance and order by giving out tickets to those children only who have perfect attendance and deportment during the preceding week, such tickets allowing them to bring as guests the members of the family.

Announcement should be made early in the season that honor ribbons or public mention will be given those who make a good record for order and also for helpfulness. In many schools children who are well started in some handwork are asked to teach some late beginner how to start the work, and this cultivates a feeling of unity with the school and pride in

its work. Some remarkable developments in unruly children have taken place by this means. The teacher who knows how to appeal to the enthusiasm of her pupils will soon need only to repress an excess of zeal.

With regard to positive disobedience or what looks like it, the inexperienced teacher needs to remember how easily the children grow tired, and should not mistake the restlessness of weariness for naughtiness. When real disobedience or impertinence occurs, it is better to send the child out at once and have a reckoning later in private than to indulge in scolding before the school. The spirit of the school can be so lovely that the interruption of scolding can be painfully shocking. The other children may inwardly rebel at this outrage without regard to the justice of the reproof. The regular beauty of a simple ritual of worship has its charm for them and it is well to avoid breaking the spell of that part of the program for either discipline or instruction.

**4. The Program and its Fundamental Principles.**—The school program is arranged according to several fundamental educational principles which should secure both interest and order. One principle is that of variety in occupation and short periods to avoid fatigue. Another is that of education through self-activity. Another is that of discipline through interest and freedom to select the activity that interests—made famous lately through Madame Montessori. Another is that of reëxpression of what has been received. A change is secured from the usual strain of school work by the banishment of books and instruction through hearing and example.

Another ruling principle is that of exercise in turn for many of the human faculties, especially the æsthetic, the emotions, the religious faculties and the will. The program is arranged to give something for many of these faculties. First comes worship with the appeal to reverence and love of beauty by both words and music. The musical period includes breathing exercises and light calisthenics by which the blood is oxygenated and the muscles relaxed and rested. The Bible story follows with its food for mind and heart. The handwork hour satisfies the instincts for construction and for self-expression. Finally, the closing march and flag salute appeal to the love of rhythm, heroism, and mystery.

With all this variety of stimulus for mind, body and emotions, the child is often more rested at the end of the session than he is at the beginning, coming as, alas, he often does, from poor sleep, poor food, and quarrels. It is no wonder that the children often beg to be allowed to come back and work in the afternoon.

The following program, used by the schools in New York City, of the Federation of Churches and of the New York City Baptist Mission Society, is typical of that in use in most schools. Occasionally schools will vary the hours or the order of exercises; some hold sessions in the afternoons or only on two or three of the days of the week; but the great majority of schools follow substantially this program five days in the week :

#### DAILY PROGRAM

9 : 30—

- (a) Hymn (Standing).
- (b) Psalm or the Beatitudes in Concert.
- (c) Prayer.

- (d) Hymn.
- (e) Salute to Flag.

9 : 45—  
Singing.  
Special Music.

10 : 00—  
(a) Bible Exposition and Memory Verse.  
(b) Bible Story.

10 : 30—  
Industrial Work—Basketry, Hammock Making, Sewing, Raffia, Weaving. Drills or Games. First Aid to the Injured and Hygiene.

11 : 30—  
March and Dismissal.

Some schools following this program are using a salute to the Christian flag with the salute to the American flag, the two flags being taken to the front at the same time. Calisthenics are often introduced instead of the special music. The schools of the National Daily Vacation Bible School Association place a missionary offering and habit talk at the close of the opening exercises and have the salute to the United States flag and a verse of "America" just before marching out.

The following program from the Cleveland public school system is of interest as indicating the hours and activities of public vacation schools.

#### DAILY PROGRAM, CLEVELAND PRIMARY SCHOOL

8 : 30— 9 : 00—Songs, stories told and read  
by teacher and pupils, - 30 minutes  
9 : 00— 9 : 30—Marches, drills, skipping  
games in Assembly Hall - 30 minutes

## 70 THE CHURCH VACATION SCHOOL

9 : 30—10 : 30—	Manual training, sewing, basket making - - -	60 minutes
10 : 30—10 : 50—	Recess - - - - -	20 minutes
10 : 50—11 : 00—	Song, short story, poem -	10 minutes
11 . 00—11 : 30—	Occupation work, clay, paper-cutting, dolls, nature work, painting - - -	30 minutes
11 : 30—	Dismissal.	

The increase in time in the second program shows the influence of variety in work toward lengthening the time. The program of three full hours is the custom in the public schools and also in some of the church schools. It accords with the fact that when the interest of the child of junior or adolescent age is aroused he wishes to continue at work until fatigue stops him ; and this persistence in work cultivates his powers of application and endurance. A two-hour session is a minimum of work after all the trouble and expense of creating a school. The effect of variety in work toward extending hours is shown also in the following extract from the Government report on the Gary schools for 1914 :

Half the day is given to the regular studies and half the day to the special activities. The regular studies occupy two periods of ninety minutes each, one in the forenoon and one in the afternoon. The same amount of time is given to the special activities (handwork and shop), the ninety minute periods being subdivided into forty-five minute periods.

The playground teachers have charge of all the recreational facilities for an hour before school, during the noon hour, and for an hour after school. . . . The plant is kept open on Saturdays from 9 A. M. to 5 P. M. Pupils come and go as they please and work or play as they choose.

**5. Three-Hour Program.**—The following model program is proposed as offering a solution of several difficulties. It will utilize more time when the children are all assembled in good order. In this period it provides a definite time for the Bible drill, for plays short of field games, and for Bible manual work and special addresses by nurses, scout-masters, and other specialists. These features have never received the development they should have, largely because there was no special time provided. By giving some regular play every day it will avoid the difficulties of getting the staff to return in the afternoon when there is no special activity on hand. In many places the extreme heat in the afternoon makes outdoor play unwise except for boys hardened to ball games, or in case of picnics in shady woods.

A teachers' conference with the securing of supplies should fill one afternoon a week; an outing to some park will take another, preferably Friday; and a third will be needed for ball games, swimming, some other departmental activity, and for special calling or trips to hospitals. This will be all the afternoon work outside of preparation of materials that can be effectively secured from the staff. It is often best for the children to use the early afternoon hours in sleep, and the voluntary interest of the teachers will without instructions devise for twilight hours all the auto rides or tennis games that are advisable.

#### MODEL THREE-HOUR PROGRAM

- 8 : 30—Faculty meet, confer and lay out work.  
Part go out for door-step visitation.
- 8 : 55—Doors open and school assembles.



## 72 THE CHURCH VACATION SCHOOL

- I— 9 : 00—School marches in to music.  
Opening worship; hymn, prayer, Scripture, hymn.  
Kindergarten marches out while offering is being received.
- II— 9 : 10—Habit Talk.  
9 : 15—Music lesson with breathing exercises.  
Calisthenics.
- III— 9 : 40—Bible Story with board or pictures.  
Five minute Bible drill.
- IV—10 : 10—Separation in departments for industrial work.
- V—11 : 10—By departments in twenty-minute periods :  
Play.  
Lesson by visiting specialists in First Aid, Scout-craft, nature study, care of babies, or morals.  
Bible work in scrap-books, or in sand, clay-modelling, or dramatizing.  
Special work on gifts for hospitals.
- 11 : 50—School reassembles.  
Song.  
Closing exercises: "America," flag salute, and children's benediction.  
School marches out.

The fifth period of this program will allow the use of limited playgrounds or play-rooms in rotation by the different departments. While one class is playing the others can be occupied in some of the other interests for this hour. These can be changed from day to day.

It should often be the aim of the teachers during this fifth period to review the Bible lesson, telling illustrative stories and engaging their classes in somewhat confidential talk about the lesson or their personal problems. A special table in a quiet corner, fitted out with the necessary working materials, can

be provided for the use of those who wish to do some work on the Bible scrap-books. Another quiet corner can be devoted to the doll-house or scrap-books that are being made for sick children. The separate class of older boys at this hour is ready for a heart-to-heart talk by some visiting specialist in boys' morals, and the older girls can receive instruction from some nurse on the care of babies.

Special talks or anything that might interrupt the school program should come in this period, and the regular Bible story and music and handwork hours should not be abandoned for anything else. If a picnic or party must be in the morning it can begin at 11:10 or come on Saturday. A term's work should mean not less than thirty sessions.

6. Order in the Particulars of the Program.—If we review the morning's program we can see many little details that will need consideration if the order is to be an artistic and enthusiastic performance of something worth doing. As the children reach their seats and stand ready for the beginning, the principal stands before them with his eye on every one, ready to begin the instant the last one is in place. The quiet music, the reverent posture of prayer as the Lord's Prayer is recited or sung, and the familiar Scripture and hymn of worship, all quiet the nerves from the jangle of the street; and if there is no discord or stumbling in the opening exercises, the children will be in a docile mood by the time they are ended.

At the close of the opening exercises the offering can be taken while the kindergarten is marching out. The best receptacle is a glass jelly jar with a punched tin top. It can be secured easily and will avoid the

temptation to take some of the pennies out instead of putting them in. It also allows the children to see what they have gathered and to be encouraged if they are doing well. One child is selected for good conduct to hold the jar, and a march is started during which all those in the room file past the jar, down one aisle and up another, back to their seats. As the kindergarten pass the door they leave the line of march and go out to their own room, and the others fill up the front seats for the music and Bible hours.

The habit talk coming next gives a good opportunity for business announcements, such as, explanation of the regulations regarding the industrial work, the order of the school, the arrangements for the next picnic, the prizes for memorizing Scripture, time for special rehearsals, etc. They should be as brief as possible and reënforced by written notices posted by the entrance. But the habit talk's chief object is to make the children understand just what is required of them in the school and everywhere in the way of clean hands and faces, punctuality, honesty, helpfulness, and to warn them against ever-present dangers, physical and moral. It can be made quite amusing and should never take a scolding tone. If it contains anything of interest to the kindergarten it can be given in the first period just before the offering.

The principal has presided so far. His eye has quelled disorder, his voice led in the prayer and recitation and his words will have the most effect in the habit talk. But unless he is a trained teacher of music he resigns the leadership when the music period comes but stays in the room to keep watch on the proceedings. If he is to tell the story he can be col-

lecting his forces for that while the music lesson is in progress. If the music teacher is not equal to the calisthenics he may be needed to lead them.

The music period begins with breathing exercises but the learning of the new songs will demand considerable mental concentration, so that by the time the period is over the calisthenics are needed for physical relaxation to enable the children to go through the more inactive story period without weariness. These can be made quite amusing, taking the form of stunts or imaginary games or adventures. The calisthenics should be very brief or the children will get into the mood of boisterous play ; but a very little will leave them in a fine mood for the story.

Placing the story after the music also prevents any attempt to cut the religious exercises and come late but in time for all the rest.

The story itself is an attraction to the children ; in at least one case they formed the habit of greeting its announcement with a little burst of involuntary applause. But the Bible drill in memorizing will be a little of a task and if the school is inclined to be disorderly, it must be introduced judiciously. If the school is in good order the drill can come first and it will get better attention if their anticipation is aroused by hinting that it has a bearing on the story in certain particulars. The story-teller must have perfectly in mind the verses he desires to teach and if possible he should have them correlated with the story. In that case they can be partly taught at the beginning and then reviewed at the end with some addition or element of surprise. If the audience is hard to capture it may be well to plunge into

the story at once, and then remind them of the prizes when taking up the drill afterward or appeal to emulation in some way. Whenever it is possible to appeal to various senses the impression will be deepened, as by singing the verses or writing them, reading them from the blackboard and then reciting them without it.

The children should have some active part in the story, either by way of review, or by reading portions aloud when called for, or by answering a few questions, or retelling or acting it out at the end. When a little of the time is given to drawing out the children in such ways, and to the drill, the twenty-five minutes are all too short and a full half-hour should be provided. If the teacher cannot fill this time with her version of the story she should look to see how much of the minor detail and the imaginative garb of reality she has failed to present. It takes more time to tell how Esau came and smelled the pottage, what he said and what Jacob said, and how Esau laughed and answered, and how Jacob dished out the pottage and Esau ate and went away, than it does to state that Esau sold his birthright to Jacob for a mess of pottage.

When the story period is over the children have something to keep their minds busy while their hands are active. The change to the separate departments should be accomplished without disorder. They can be trained to march to their places and take their chairs with them if necessary, without noise or any aimless running about. A good plan in giving out the work is to have it all laid out on a table and in calling the roll let each one come forward and get his piece of work when his name is

called. If the children keep from talking this is a quick process.

During the manual hour the ideal order is that which allows talking and moving about as long as the interest is concentrated on the work. The children will be absorbed in their tasks if those have been judiciously adapted to the child's tastes and capacity for work. Articles that he can finish too quickly and those that weary him because it takes so long to finish them may induce some idleness and disorder. When the school hours are short the children will often ask to return or stay an extra hour to work, since they are never allowed to take their articles home with them. If some teacher wishes to give the time to supervise them they may be allowed to stay for these extra hours, but they should go through the regular closing exercises with the other children at the usual time. They should never be allowed to remain without the care of one of the teachers, as any misadventure or accident to the church property might prove serious in its reflections upon the school. The teacher should be sure that the child's eagerness is not overrunning its strength, but there is a wonderful capacity for work in the adolescent child that may well be cultivated.

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## VII

### MUSIC DEPARTMENT

1. **GENERAL PRECAUTIONS.**—Some suggestions are necessary for adapting the music and Bible teaching to the needs of the schools and for fixing a standard or type of work. But these two arts are so far beyond the possibility of acquirement in a few lessons that it must be understood that skill should have been gained in them under competent direction. Since so many people are interested in them it is always possible that a few may have careless standards or be overconfident; but whole-hearted working together with others is one of the best ways to discover and to remedy one's own deficiencies, and so the spirit of humble service in the teachers' meetings as well as in the school sessions will bring its own reward of advance in skill. The best taste and greatest artistic skill is needed in the vacation school even more than among more favored children. Not so long ago it was thought that any one could teach little children, but now we know that the apparently humble places call for the greatest skill.

Since music and the story are so largely the vehicle of the spiritual message, they are of peculiar importance in the program.

2. **Uses of Music in the Schools.**—Music is an essential part of the summer program for several reasons. It always gives pleasure and so forms one

of the incentives for the child's attendance. It feeds the æsthetic sense and the emotions and so supplies a most valuable corrective for lives that are spent among harsh and unlovely surroundings. Through the emotions aroused the children can be brought into a fitting mood for the work of the school, without disciplinary friction. The hymns are a vehicle of worship and the play-songs give expression for other moods and so the music goes the round of the exercises. The study of the new songs gives valuable training for mind and senses. The breathing exercises and rhythmic song plays are stimulating for the physical development. In these six distinct ways the music is a fundamental part of the work.

Strong testimony as to the disciplinary value of music is given by David Mannes who has worked long among just such children as come to the vacation schools. He says: "The entire nature and action of a child may be remoulded through music. This is not an idle dream nor a mere theory; it is a substantial fact proved in many cases during fifteen years of work in the Music School Settlement in East Third Street (New York)."

3. **Prerequisites for the Teacher.**—The first action by a local committee in regard to the music is likely to be the selection of a musician known to them and of some familiar hymn-book. It is possible that these, however useful for other purposes, may have no educational value. The amateur musician who has acquired her knowledge of music as a rote performer, without a comprehension of the laws of music, is scarcely fit to judge of matter or methods in teaching children. Such a one may be able to serve very acceptably as the pianist, under the guidance of the



music teacher or after coaching in a preliminary institute, but the teaching is a harder matter.

If the teacher is expected to make a selection of songs from material already on hand, she must be able to judge of their real musical value and to know if they are suitable for the childish voice and capacity and taste. She must know also how the children have been taught in public school and be able to teach in harmony with those methods, or she will lose their respect. She must also be gifted with pure tone and a happy suggestiveness, so that her pupils may enter into the spirit of the music and learn it in a correct and vital way. To meet these tests, the teacher, if not a trained teacher of music, must have some real knowledge of musical principles and laws, must have correct tone production and taste, and must be able to lend herself sympathetically to teaching children according to the best guidance she can find.

4. **Appropriate Selection of Songs.**—Even a good teacher may be hampered by a poor selection of songs. Some familiar hymns, even the most popular Sunday-school songs or revival hymns, may be deficient in that musical quality which will endure the careful work of teaching them properly. Some art effects, like poster art, may be admirably adapted to catch the attention but very unsuited for prolonged use. Majestic and standard hymns may be too ponderous for the child mind and voice. The safest course is to secure two or more copies of some selection of songs for children which have the right quality. The Presbyterian Board has a collection of song sheets for the work and recommends some other cheap and good collections that can be supplemented by a few good hymns from the church hymn-book.

There is one book especially designed for the vacation school work and edited with superior musical taste by Mrs. Robert G. Boville, the "College Ministry; Manual and Hymnal." It can be secured from The Century Company, or at reduced rates for teachers in the schools, from the National Daily Vacation Bible School Association. This work embodies a great amount of experience in the work; a new edition appeared in June, 1915. It contains an assortment of songs suited for all sides of the main school work, play songs, nature songs, patriotic songs, hymns of worship, and a few selections for the kindergarten, with general instructions for teachers.

"The Woodpecker," "The Flag Song," "I Love to Tell the Story," "Angel Voices ever Singing," "Sailing," will illustrate the variety of songs that are needed in the schools.

The music for quite a number of the kindergarten favorites, songs and plays, can be found in the "Kindergarten Guide" by Harriet Gibbons, a former kindergarten director in Philadelphia vacation schools. This pamphlet published in 1912 contains also four pages of practical directions and can be obtained from John S. Wurts, Esq., 1224 Land Title Building, Phila., at twenty-five cents a copy.

Music is also included in the exceptionally fine work by Carrie Sivyer Ferris, "The Sunday Kindergarten, Game, Gift and Song." As a source of supplementary songs the "Art Song Cycles" published by Silver Burdett are excellent and cheap.

**5. Term Program of Music and Supervision.**—The first morning of school some very simple and familiar gospel song such as "I Love to Tell the Story" or "Yield not to Temptation" can be used

for the opening exercises. While frankly owning at first in words and song the Christian nature of the school, it is as well after that to use such songs as to allow the whole school to unite heartily in their sentiment and to introduce evangelical statements later when they can be accepted with confidence and sympathy. The first morning one of the simpler worship songs and "America" can be taught and after that the school can go on its independent way to the mastery of an entirely new set of songs. Not very many songs are needed but those should have enough range to meet the varying moods of the school life. By mastering new songs the school will avoid the bad habits that may have come from former careless singing, and can find interest in their novelty. Before the summer is over the school can be singing, with well-modulated voices, perhaps twelve new songs which will be a pleasure to observers of the work and which will be carried home as an effective advertisement of the school.

Before the school opens, the list for the term should be planned so that something definite will be accomplished each week; otherwise time will drift by in aimless repetition of easy songs. Where there are several schools working together in the same city a uniform list should be given out by the committee or its supervisor. This should be accepted and faithfully followed for several reasons—which will be most apparent to the supervisor in charge. If these songs are faithfully prepared by the teachers they will be able to make the children master them, for the chief cause of failure in teaching a song is the fact that the teacher has not mastered it. The lack of musical development in any group of children will

chiefly result in slower work, but some good work should be accomplished with any large group of children. A uniform list of songs well learned under one supervisor will ensure good music at any commencement or rally.

6. **Voice and Body Exercises.**—In a miscellaneous group of children there will be some who have been well trained in public school, others whose voices have been coarsened by street shouting, others quite wild and untrained, and the teacher should therefore try to interest them all in some fundamental exercises for voice production, covering posture, muscular relaxation, breathing, pure tones and scale plays. Exercises in stretching, yawning, humming, imitating natural sounds, will all be useful. By the sportive use of the imagination such exercises can be transformed into little games, and these are helpfully presented in Alys E. Bentley's "Tone Plays for Children." Some excellent suggestions are given in the "College Ministry" hymn-book. The main thing to be remembered is that these first few exercises should have the atmosphere of sport, since the work on the songs must be serious enough.

The same thing should be true of the five minutes at the close of the music lesson when light calisthenics are given to rest the children from the strain of the music lesson. The children should remain near their seats, only spreading out enough to avoid conflict in the use of their arms. Such exercises should be given as will thoroughly relax all the muscles without violent moving about, such as lifting an invisible weight, rowing an invisible boat, touching the floor with the fingers, posing, and free-hand exercises.

7. **Points for Teaching Songs.**—In the teaching of the songs the work should begin with the meaning or story of the song, and the quality of the performance should be suggested to the children by the sentiment. The air can be taught separately by short phrases and then combined with the words. If the children do not understand clearly every note or word, the result will be inexact work, so pains must be taken to have everything heard with precision. The children are not supplied with books or notes, and distance from the teacher or a little confusion in the room may cause them to make mistakes. There will be better progress if the words can be shown them written on blackboard or paper, just long enough to allow them to untangle any mistakes and conquer poetic inversions. The words should then be removed and memory tests given. The songs can be taught much more quickly and thoroughly by this combination method than by one means alone. It is desirable to accomplish the learning of each song complete in all its verses rather than to stop with accurate knowledge of the first verse only and only a vague idea of the others. This is especially true of "America"; its four verses should be learned perfectly before the term is over.

8. **Points on Use of Piano.**—Besides the songs, the instrumental music is an important feature of the program. The children should march in to music, be seated at signal chords from the piano, rise, march to separate classes, make their offering, and play games, all under the guidance of the piano. If the pianist has musical feeling and uses suitable selections, she can win half the battle for order in the school by her management of the music. Two good

marches will serve the purpose of the marching and calisthenics, but they must be attractive and steady-ing in their influence and must be played in the right tempo, without hesitation, and not in an excitable manner. The pianist should curb any tendency to a thumping touch, or continuous use of the loud pedal.

The piano should be so placed that the player can watch the leader for giving the signal chords and starting the songs at just the instant the leader desires. The smoothness and spirit of the exercises will be affected by the pianist's readiness in beginning promptly and her ingenuity in filling up a moment's delay. What might seem a very simple matter, the signals for rising and sitting, are frequently all wrong and the order of the school suffers in consequence of mere carelessness. The two chords, one for preparation and the other for rising, should be of equal duration and separated by an equal interval of silence. This unconscious measuring of the time will bring the children to their feet all together. The chords for rising must be in a rising progression and the chords for sitting must descend, if they are to say plainly to the children, "Stand up" and "Sit down." That is, the two chords for rising should ascend in the treble from the fifth to the eighth of the scale, while the bass descends from the second to the first of the scale. The chords for being seated should descend in the treble from second to first and ascend in the bass from the fifth to the first above. Uniform exactness in such little things will spell precision in the movements of the school.

9. Musical Games.—A period for light games, especially those to music, is restful after work, and

the games themselves are valuable acquisitions for the child. Little organized play means an inferior development for the child, and a fondness for good games will protect from many dangers of the street. The book, "Graded Games and Rhythmic Exercises" by Marion B. Newton, contains a fine collection of favorite old games, others more athletic, and the musical scores for many games which will be recognized by adults as long-forgotten favorites. This book will enable any one to start a variety of games that will not tear up the quarters of the school for the twenty minutes of play. If a teacher is sufficiently trained in folk-dances to use those she will know where to find the rules and music that she wants, amid the abundance of material published on that subject. The plays that will succeed best are those the teacher knows well and likes. If they are to come within the school hours it is well to have them under the control of music. Many varieties of ring games and marches of a slightly calisthenic nature are included in these rhythmic plays. Whatever will encourage a good bearing in walking, standing, bowing, and expressive gestures, can be used, especially in motion songs or dramatizing.

Much difficulty can be overcome by grading the plays, *i. e.*, suggesting those suited to the grade of the children. Some plays remain favorites for many years after they are first taken up, but in other cases children will show no interest in a game they have outgrown. A helpful book that gives the theory of the grading of games is "Education by Plays and Games" by Geo. M. Johnson of the New York School of Philanthropy.

## VIII

### BIBLE DEPARTMENT

I. **P**ECULIARITIES of Audience.—The Bible work done in the vacation school is of a distinct kind, quite different from conventional Sunday-school teaching. All we can attempt to do here is to give some main points on its adaptation to the vacation school's peculiar needs and audience. The most frequent failure in this department arises from a feeling that the Bible stories are easy and familiar and need no special preparation. The next failure arises from the adoption of the tone of homily; children resent a "preachment" and find it dull. The didactic and hortatory method of the Sunday-school will quickly dissipate this audience of street children.

The Sunday-school child has been under religious training and recognizes the authority of the church. He is held by social ties whether he finds the class interesting or not. Some knowledge on his part can be presupposed. Of the vacation school child we cannot presuppose any body of religious knowledge, or any recognition of authority in the church maintaining the school, or any religious training. What religious training exists among the children is likely to be of such diversified kinds that it cannot be appealed to in any general way. Perhaps the most definite religious element is the knowledge of Old Testament stories among Jewish children. Some



children may come with a positive bias against religion, as those from families of socialists or free-thinkers. Quite often the child considers the Rabbi, or Greek or Roman Catholic priest, as the only proper source of religious instruction, so the teacher's first achievement must be the winning of respect as a fairly competent religious teacher by demonstrating a thorough knowledge of his subject.

Since the prestige of religious authority is lacking at first, the audience must be quickly convinced that the Bible story is something interesting and has a direct relation to life-problems to-day. To present well the story material which contains the facts of religion and to leave the hearers to judge for themselves is the strongest method, and is the fair method in any enterprise which is advertised as open for the use of those of all creeds. The children will respond with respect to the appeal to their own free judgment. For this reason the best Bible program for the vacation school is one of stories beginning with those of the Old Testament; they possess the most universal appeal to varying creeds and to the interest of childhood. When the teacher has once proved her ability in stories where teacher and pupils have a common ground of interest, she can go on to debated subjects and hope to carry the sympathy of her audience with her.

Another peculiarity of the audience is that of age. The Sunday-school loses heavily in the Junior age and still more in the Intermediate, or Pre-adolescent; therefore Sunday-school methods are strongly influenced by the characteristics and needs of those younger and older who are most numerous in attendance. Hence we see the tendency to small assign-

ments, drill, and exposition, methods suited to the very young children or to adult Bible classes. By sending out the kindergarten for its own exercises, the vacation school retains an audience of the ages from eight to fourteen or Juniors and Intermediates. Story-telling for these ages needs certain distinct characteristics. The Juniors are eager for facts to enlarge their knowledge of the world and of history, therefore the story should take a more detailed and historical form. "The child loves truth, craves it, comprehends it easily, and never wearies of it. . . . The normal mind is hungry for truth," says Lester F. Ward. They have a spirit of romance and enjoy the miracle element. They are hero worshippers. To these characteristics the Intermediates add idealism and a more critical interest in biography. By focusing each story on one character and taking for the climax of the plot his moral victory over the problems of his life, the needs of both ages can be met. The triumph of a righteous life-purpose is peculiarly the characteristic of Bible stories, and so they furnish the material craved by the Intermediates. This means a story that is longer, more full of historical detail, more dramatic and less fanciful than the type of story that has received the most attention.

2. **Elementary Instruction First Aim.**—The lack of a background of knowledge in the child's mind would suggest that the immediate aim of the work should be the imparting of an outline of elementary facts which the child can use for his own moral conclusions. If the Ten Commandments are carefully taught as historical facts and principles, there will be some subsequent possibility of basing a moral appeal to the will upon them. If the child is under con-

trary instruction at home regarding the Ten Commandments he may be subject to terrible struggles and he can be helped most by an intelligent clearing up of the realm of duty. When he understands his obligations and feels some prompting from within is the time when any pressure from without can help him. The six weeks of summer is none too long for laying a foundation of truth on which to rear a life choice, so the vacation school should aim primarily at real instruction in Bible facts.

The presence of Sunday-school children in the school need not change this aim, for the average Sunday-school child has but a dim and confused idea of what it is all about. Even when well drilled they may have missed the connection of facts in large historical outlines, which is peculiarly the activity of the Juniors. In a certain group of grown young people lately brought to notice, their regular training in Sunday-school had not given them the power to connect the material regarding a character or a period into any coherent whole, even when prompted to work, with Bible and references and writing materials. This was not in any backward community. If a child is already familiar with the story, he will enjoy it the more if it is well told, and he will also enjoy contributing some of the facts when called upon.

3. *Story Method.*—The story method is that of the Bible itself, so there need be no hesitation about using it. It holds the interest; it feeds the æsthetic sense; it stirs the emotions, without which we cannot reach the will; it is a record of facts of universal human experience and so is suited to every class of mind. Also it blends with history and so can convey the most serious truth. The story-teller must

possess the power of constructing one artistic unity from the Bible material, and he cannot know too much of the Bible. He must also believe and love and feel the story with all his heart. He must be able to translate it all into something intelligible to the child of to-day. It is not likely that there will be any number of people capable of doing all this on the staff of a school, and therefore pains should be taken to find or to train one real story-teller for each school. The other teachers should also study the lesson for each day and take the time for reviewing or illustrating it in the final period of Bible handwork, and should apply it in personal contact with the pupils.

4. **Aids for the Story-teller.**—Considerable guidance as to the telling of the stories can be gained from the two excellent little books, costing only twenty-five cents each, "Stories and Story-Telling" by St. John, and "Picture Work" by Walter L. Hervey. The latter title refers to the use of the imagination in preparing the story.

The manual work is explained very fully, including the use of the sand-table, in "Handwork in the Sunday-school," by Milton S. Littlefield. If it is possible to purchase or borrow a set of Biblical models they can be used with great profit with the younger children. Such models can be obtained from the New York Sunday-School Commission, 72 Fifth Avenue, New York. They can be copied in the sand, or by modelling in clay or pulp. Cut-out pictures, even from newspapers, may often furnish excellent illustrations of Bible texts. Scrap-books can be the containers of written reports, maps, decorated texts, and anything else bearing on the subject that the child

likes. Very good pictures can be made with cut or torn paper, as well as with crayon drawing.

If the children are to do much drawing, it will be well for the teacher to give them blackboard outlines of Biblical objects or figures of animals or people to copy. Or the teacher can give some vivid visible presentation of the story and let them reproduce in a more free way. The teacher will need for her appeal to the eye such materials as the following :

- Old Primary picture rolls, scissors, paste, thumb-tacks.
- Sheets of newspaper paper or manila wrapping paper, and a few sticks of marking crayon, big pins.
- Wall sheets of printed Scripture, and maps.
- Blackboard and thick chalk.

According to the advice of Dr. A. F. Schauffler there should be an appeal to as many of the senses of the children as the story indicates ; to sight as well as to hearing in nearly every case, and sometimes to touch and to smell, or to the muscular sense. This last can be used in lifting a weight to illustrate Samson's strength, or in acting some incident in a story. The only caution is that the illustration shall have intrinsic relation to the story and not merely accidental.

5. **Standards in Bible Work.**—The ideal standard for the Bible teaching of a vacation school may be summarized somewhat as follows :

1. A Bible story told every day to every child in the school ; different stories for the kindergarten but taken from the Bible.
2. The Bible material told in story form without dogmatism or sectarianism.
3. A series of stories told in historical order, with fidelity to facts, to form an outline of religious truth.

4. Reëxpression of the stories by the children by means of reviews, reading or reciting portions, dramatizing, plays, manual, scrap-book, or sand-table work.
5. Daily drill on selected Scripture portions.

The proposition is sometimes made for telling the story by all the teachers to the separate sections but many advantages are lost thereby. The speaker's aids on the platform of pictures, blackboard, sand-table, piano, are likely to be lacking for some of the sections. Unnecessary confusion is caused by the dividing into sections for this purpose if any reassembling is required for the music. The influence of the formal assembly is lost, and that deepens the impression and allows the child an opportunity to think quietly. But worst of all will be the tendency to let the story degenerate into an ill-prepared discussion. Among the four teachers of the school there will be inequality in ability or willingness to tell stories and the whole school should get the benefit of the best. Where two have been about equal as story-tellers they have sometimes alternated in telling the story to the whole school.

6. Lists of Subjects.—For the reasons previously indicated, the most popular selection of stories in the schools has been a list of the most pivotal stories of the Bible, in historical order, giving about two-thirds of the time to the Old Testament stories and the last third to stories of Jesus' life and his parables. The list in use in New York in 1914 is as follows :

#### SUGGESTED LIST OF BIBLE STORIES

*First Week—Theme : Obedience.*

1. Creation—Theme : Beginnings of a world in harmony with God's will.

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2. Eden and the Fall—Self-centered disobedience is the beginning of evil.
3. Cain and Abel—Unbrotherliness and jealousy grow to great visible disasters.
4. The Flood—God punishing violence. The first Dies Iræ and a new beginning.
5. Abram's Migration and Birth of Isaac—The toils of an emigrant, endured for his children.

### *Second Week—Choosing the Right Course.*

6. Abram and Lot—The failure of the half-hearted selfish good man. (Include his rescue from the kings.)
7. Rebecca at the Well—A girl's courage for a great future and the tests she met.
8. Jacob and Esau—The ambitious boy's cheating and its punishment.
9. Jacob's Dream and Years of Service—God's care for the tricky boy and how he was cured.
10. Joseph the Dreamer Sold Into Egypt—The mistakes and troubles of a favorite.

### *Third Week—Faith and Faithfulness.*

11. Joseph the Good Servant—Conquering troubles by faith and faithful service.
12. Joseph's Rise to Power—Helpfulness rewarded.
13. Joseph and His Brethren—The loving brother wins and melts the hard-hearted.
14. The Bondage and Baby Moses—The success of the faithful "little mother."
15. Peace Day—Micah 4: 3, 4. When men cease to fight all can live happily in good homes.

### *Fourth Week—Perseverance under Training.*

16. Moses' Choice and Exile—Noble devotion to an unpopular cause and rash efforts.
17. The Exodus and Sinai—God delivers helpless laborers and God's law develops them.
18. Samuel—The first boy sent away from home to be educated for God's work becomes general, teacher, and king-maker.

19. David the Shepherd-boy—The successes of a boy arising from faith in God.
20. David and Jonathan—Unselfish friendship helping through hard times.

*Fifth Week—Generosity and Doing Good.*

21. The Boy Raised to Life by Elisha—Three gifts to a boy from a Man of God.
22. The Boy Jesus in the Temple—A boy's aspirations for the best and obedience to parents.
23. Jesus' Life-Story—The Ideal Man; Doing Good. (A simple outline from Mark's standpoint.)
24. Jesus' Temptation—How to meet temptations, and choosing a life-work.
25. Jesus' Parables; The Sower—The honest mind and the duty of seeking truth.

*Sixth Week—Love and Consecration.*

26. Jesus' Parables; The Ten Virgins—Willingness not enough, earnestness needed.
27. Jesus' Parables; The Lost Sheep, The Lost Coin, The Lost Son—Love for the erring.
28. Jesus' Parables; The Good Samaritan—Brotherhood. (The cold-hearted morality of the Levite existing in the world was changed by Jesus to the spirit of love.)
29. The Disciples' Call—The call of God to follow Jesus. (Including the gift of the Spirit at Pentecost and Jesus' risen state.)
30. Review and Decision Day.

An illustration of a shorter series of stories which still were connected and made to serve the purpose of an historical outline is given in the following list which was used in a model vacation school, conducted in New York on Saturdays during the fall :

1. Creation and Fall.
2. Abram's Migration.
3. Moses and the Ten Commandments.
4. Peace Talk with Revolutionary Stories Illustrating American Ideals.



5. Samson (Temperance Theme).
6. David and the Kingdom.
7. The Boy Raised to Life by Elisha.
8. The Good Samaritan.
9. Jesus' Life Story.
10. Call of the Disciples and Pentecost.

Sometimes a school repeated during a second summer will have so many of the same children that some change in the list of stories is desired ; or a continuation class of the children enlisted in a summer school will need additional stories. For such a situation the general historical program can be repeated with perhaps one old story to each series of five, followed by new stories belonging to the same period. For additional stories suitable for this filling in, or topics for shorter stories to be told in addition to the regular list in the review period, the following list is given. The teacher should select the material for the story according to her needs, to make it short or full.

### *Additional Stories*

The Two Spies—1. Caleb.  
 The Two Spies—2. Joshua.  
 Gideon.  
 Ruth.  
 Abigail.  
 The King Who Failed—Saul.  
 The Young King's Dream—Solomon.  
 The Cruise of Oil.  
 Little King Jehoshaphat.  
 The Captive Maid and Her Leper Master.  
 The Servant Who Had His Eyes Opened.  
 Esther.  
 Daniel and His Three Friends.  
 Belshazzar's Feast.  
 Sennacherib's Defeat.  
 Three Kings of the East and the Flight Into Egypt.

John the Baptist.  
The Boy with the Fishes and Loaves.  
A Busy Day in Capernaum.  
The Young Man Borne of Four.  
The Centurion's Servant Healed.  
Raising of Jairus' Daughter.  
Stilling the Tempest.  
Jesus Blessing Children and the Child in the Midst.  
Mary and Martha.  
The Triumphal Entry.  
Peter's Denial and Reinstatement.  
Peter and Rhoda.  
Paul's Conversion.  
Story of Mark.  
Timothy.  
Paul Shipwrecked.  
The Runaway Slave, Onesimus.  
John in Ephesus and Patmos.

In addition to the stories in these lists there are many good ones to be found in "Everyland," especially suited to children's interests and religious feeling. A list of twenty-two nature subjects mentioned in the Bible has been used by Rev. E. A. Harrar for closing talks in Pittsburgh schools with good success. They are :

*Gardens :* Eden, Gethsemane, Of the Redeemed.  
*Trees :* Cedars, Palm, Juniper, Olive, Almond.  
*Seas :* Galilee, Mediterranean, Adriatic, Dead.  
*Birds :* Dove, Sparrow, Swallow, Eagle, Raven.  
*Insects :* Ant, Bees, Hornet, Spider, Locust.

Among the numerous books on story-telling which offer collections of good stories we would mention a few very suitable for the vacation school teacher. The kindergartner will find Bible stories retold in a form suited for little children in "The Garden of Eden" and "When the King Came," by Dean George Hodges, and in "Kindergarten Stories for

Sunday-school and Home" by Laura Craigin, and in "The Sunday Kindergarten" by Carrie Sivyer Ferris. Some classics in the story-telling world, also good Bible story versions, are given in the "Story-tellers' Magazine," and in "Some Great Stories and How to Tell Them," by Richard T. Wyche, "How to Tell Stories to Children," by Sarah Cone Bryant, and "World Stories Retold," by W. J. Sly.

7. **Full Presentation vs. Literal.**—In the first telling of a story, the teacher should use as nearly as possible the language familiar to the child; after a full, dramatic conception of the story has been conveyed to the child the conventional phrasing of Scripture can be impressed on his memory. Dr. Richard G. Moulton says: "The freest play of the imagination should be used in the rendering. The story-teller is a translator . . . out of one set of mental habits belonging to ancient life into another set of habits characterizing the modern hearers who are to be impressed."

Dr. Richard Morse Hodge says: "Since conversations (in the Bible) furnish the story-teller with thoughts, feelings and purposes, he can indulge the modern habit of character description and mind analysis as much as he likes in reproducing a Bible story." Richard T. Wyche, president of the Story Tellers' League, and Miss Margaret Slattery, and many other experts who are successful practitioners of the story-telling art, agree in using and advocating the free rendering of Bible stories. Certainly a close adherence to the phraseology of the King James version would compel the vacation school teacher to speak in an unknown tongue to her audience.

8. **Memorizing Scripture.**—After the story has

made its impression the child will transfer the meaning to the strange words of the text selected for memorizing. Here the memory work draws its advantage from the story; instead of explaining the text in scholastic fashion, the story has done the explaining and the children need only to fix the form of expression in the mind. One motto text should be taught with each story and as much of other memory passages as can be connected with the story and effectively taught in five minutes. The words should be written on the board in short phrases and repeatedly read by the children, with all the devices of drill. The Ten Commandments should be taught for several days when the story of Moses is being told, and the Beatitudes when Jesus' Life Story is told.

Most of the perfect memorizing required for a prize will be the result of practice at home; and the children should be stimulated to this by speaking of the prize and letting the ones who have learned a long passage recite it before the school or lead in drilling the rest. A wall list of competitors might be kept on which each achievement can be recorded. An inexpensive button, or medal, or even a ribbon badge, to be given each one learning the required passages, will be sufficient for the purpose because of the distinction it will carry. Medals can be secured at a cost of ten cents or less in quantities.

To forward the memory work it may be necessary to purchase cards or printed slips bearing the passages needed for the children who have no Bibles at home. If ten of the little one- or two-cent copies of separate books of Scripture issued by the American Bible Society are purchased, they will be sufficient for reading passages in assembly by the older chil-

dren, and can be used in odd minutes by those who wish to memorize passages which they contain. If more can be purchased they can be given to those who show they will make good use of them or to those who have earned some reward. Most of the stories in the preceding list will be found in Genesis, Exodus, and Luke, so ten each of those three books will serve throughout the term. If the school management can secure copies of the Bible for prizes or for free distribution, it will be a fine extension of the influence of the school.

The following passages are suitable for use in the exercises of the school, and will be readily learned if they are always used in precisely the same form, with pauses in the same places every time :

*The Golden Rule*

Whatsoever ye would that men should do unto you,  
Even so do ye also unto them.

For this is the law and the prophets.

—*Matt. 7 : 12, Amer. Revis.*

*The Children's Welcome*

Suffer the little children to come unto me,  
And forbid them not, for of such is the Kingdom of  
God.

—*Mark 10 : 14.*

*The Gospel in a Nutshell*

For God so loved the world,  
that He gave His only begotten Son,  
that whosoever believeth in Him should not  
perish,  
but have everlasting life.  
For God sent not His Son into the world  
to condemn the world ;  
but that the world through Him  
might be saved.

—*John 3 : 16, 17.*

*The Double Commandment*

*Teacher :* What commandment is first of all ?

*Children :* Jesus answered, The first is (hear O Israel) :

The Lord our God ; the Lord is One, and

Thou shalt *love the Lord* thy God

with all thy heart,

and with all thy soul,

and with all thy mind,

and with all thy strength.

The second is :

Thou shalt *love thy neighbor* as thyself.

*All :* There is none other commandment greater than these.

—*Mark 12 29-31, Amer. Revis.*

The last can be taught with gestures that will express the symbolism and aid the memory.

Other passages of Scripture which should be taught if not already familiar, and for the perfect learning of which prizes may be given, are the following :

Exodus 20 : 1-18

Isaiah 53 : 4-7, 9, 12

Psalms 23

Matt. 5 : 3-12

Psalms 15

Matt. 6 : 26-30, 33

1 Cor. 13 : 1-7

In awarding prizes, passages that the child already knows by heart at the beginning of the school should not be counted but others substituted.

The flag salutes now in use follow. The right hand is placed at the forehead in salute as the flag is raised in the beginning, and at the word "flag" it is extended straight toward the flag with thumb up and fingers together, and so remains till the close :

## UNITED STATES FLAG SALUTE

I pledge allegiance to the Flag, and to the Republic for which it stands : one Nation, indivisible, with liberty, justice, and peace for all.

## CANADIAN FLAG SALUTE

I pledge allegiance to the Flag of Canada, and loyalty to the King ; for peace, welfare, and good government to all.

9. **Habit Talk Topics.**—For the habit talks there is an abundance of material available in W. J. Sly's book "World Stories Retold" and in "Crayon and Character" by B. J. Griswold. The latter contains many clever suggestions and designs for blackboard use that may help in the Bible story as well as in the habit talk, but it would rarely be advisable to try to use the talks in their entirety. A little dash of drawing or pithy anecdote will fix the attention of the children for the serious instruction the principal wishes to give. The following is a list of suggestions as to the topics that need attention among vacation school children :

Clean Hands—How to wash hands, face, nose, teeth.

The Skin—Its wonders and need of cleansing.

Clean Digestions—Unfit foods, drinking water, slow eating.

Early Rising—Good start after good sleep with fresh air.

Morning thoughts and prayer—The Kite.

Procrastination—"Little Ten Minutes." Prompt attendance.

Power of Habit—Winding a thread about a boy's hands.

Thankfulness and Courtesy—"Good Morning," "Please," "Thank You," "Grace" at table.

Our Voices—Gentle speaking, slovenly, angry.

Helping at Home—With the baby, at meals, running errands.

Play and Work—What. Why. How.

Thoughtlessness—"Epaminondas."

Kindness to Others—Crippled people, teasing, borrowing.

Dangers of Crowding in Public Places—Rules of the Road.

Pets—Gulliver among the Giants. Driving horses.

Gangs, Good and Bad—Avoid loafing, destroying property.

Gambling—Bad business, like stealing, begging.

Cigarettes and Tobacco—Not manly for boys. Dangers.

Drinking and Drugs—Dangers and effect on growth.

Fighting—Worthy fighters, firemen, sailors, etc. Foolishness of pounding other boys.

Smutty Stories and Cigarette Pictures—Reverence and proper sources of fun.

Lying—Cowardly. "They say." Exaggeration.

Sabbath Keeping—Wave line of fatigue. Body, mind, spirit.

Reading—Use of public libraries. Franklin.

Self-Reliance—Luck—Pluck.

The Flower Mission and Jennie Cassaday.

Billy Rough the Newsboy of Gary—Self-sacrifice.

Our Flag—Its origin and its symbolism.

Team Play—Taking orders. The pull all together.

Thrift—Franklin saving on meals to buy books. Not spoiling or wasting.



## IX

### HANDWORK DEPARTMENT

**L**IKE all earthly activities the handwork serves as a discipline for the spirit and also a record of its activities. But because the handwork appeals persistently to the senses it tends to become all-absorbing. This is often evident in the zeal of the teachers in acquiring handicrafts, to the neglect of the more intangible teaching activities. It should never be allowed to take precedence of the rest of the school program in the mind of the teacher.

1. **This Department in Church Work.**—On the other hand, it has certain results, as noted already in Chapters II and III, in regard to character and will, that should invite the interest of the churches. It is a necessary restorative, in the program, for the power of attention to the more spiritual instruction, and it should also have a large place among church charities because of its aspects for industrial training. Sewing has always been in favor in the churches, perhaps because of the example of Dorcas and for its help in providing clothing for the needy, but its educational value to the child has not been so often realized. This and the other handicrafts should be considered of great value because of their development of capacity for future self-support and thrift.

2. **Pabst on the Value of Handwork.**—The following selections from the work of Dr. Alwin

Pabst on "Handwork for Boys" give an excellent statement of the theory of the educative and social influence of handwork :

The control of the groups of large muscles is easy. On the other hand the finer and finest perceptions of touch and motion of the arm, the hand, and especially the fingers, are learned only with great pains. . . . Rougher work develops only a few of the crude motor functions, while the finer work develops the more exact motor functions and requires a finer adaptation of the movements of the muscles. This latter alone is educative, while the hardest kinds of handwork dull the motor perceptions. . . . Hence it is also clear that the instruction in gymnastic activities does not suffice for the development of the motor perceptions.

The training of the motor perceptions must begin early, for the brain centers which control the movements of the muscles of the hand develop early. If the training is started at the right time the movement of the muscles can attain a certain stage of perfection which is not possible if begun at a later period in life. For among grown people the paths of execution are already carved out to such an extent in definite directions, and the cells of ganglions are so far developed that a perfection of the motor paths is scarcely possible any longer.

Instruction in handwork . . . is best joined with the play of the children before the school period and in the first school years; and in general it ought to be pursued as the chief thing in the period from the eighth to the sixteenth year.

"From the easy to the difficult" when applied particularly to the motor exercises would be stated, "From the larger to the finer."

Each individual movement of the hand has its effect on the brain. . . . Consequently handwork is without doubt a kind of intellectual training, and the hand is a sixth sense, a way which leads directly to the brain.

It gives opportunity for association in work and for mutual helpfulness and advancement . . . each is a friend and helper of his fellow-worker.

Moreover, the relationship of pupil and teacher becomes different and more favorable than that to which we have been accustomed. The teacher approaches the boy as a friend and helper. The discipline can be managed in a new way, for the children are of themselves willing and zealous; every suggestion and act of assistance is received with thanks, and if the teacher understands how to direct his pupils in the right way, there is no need of scolding or of the customary school punishments.

Experience has long taught, as Herbart says, that "many a boy finds himself sooner at handwork than in school."

**3. Choosing Subjects.**—The selection of handwork subjects for a vacation school is largely influenced by the popularity of certain subjects among teachers and by the available supply of materials. The subjects should be chosen primarily for their educational and practical value and secondarily according to the teaching skill and materials available. From various instructions issued for teachers it might be supposed that the subjects are invariably paper work and pasting, basketry, sewing, and hammock-making, but in practice nearly every school shows some variation from this program. A teacher who knows some craft like stencilling, pierced brass, or lace-making, and who knows where materials are available, will interest her pupils in her special subject. If she can show a good program, advancing educationally and not involving too much cost, it will be well to encourage such a class as a side issue to the subjects more generally approved.

In the "Wider Use of the School Plant," by Clarence Arthur Perry, is the following table of subjects taught in public vacation schools, which is most suggestive :

*Activities*

<i>Most Common</i>	<i>Common</i>	<i>Least Common</i>
Basketry	Iron work	Paper work
Sewing	Raffia	Dancing
Woodwork	Reed work	Leather work
Cooking	Household arts	Burnt wood
Sloyd	Physical training	Shoemaking
Kindergarten	Excursions	Gardening
Drawing	Chair-caning	Stencil cutting
Cardboard work	Clay modelling	Picture study
Nature study	Millinery	First Aid
Singing	Embroidery	Nursing
Games	Story-telling	Toy making
Dressmaking	Knitting	Academic work

This list represents a composite of the subjects taught and the kinds of work given in a dozen different cities. They are set down in the order of frequency with which they are found. No one school system affords them all.

The housekeeping course in the St. Louis vacation schools is very thorough.

The Superintendent of Education of New York City says in his report of December, 1914, regarding the summer schools in New York that every school had a home room where sweeping, dusting, care of furniture, window cleaning, and other useful household arts were taught. Teachers of nursing each visited several schools. The work included practical "first aid to the injured," bed-making, cleanliness, bandaging, and caring for the sick.

4. **Sources of Material.**—The materials available will necessarily influence the selection of arts to be taught in a church school, unless the supporting fund is unusually generous or the children are sufficiently well-to-do to pay for materials or to bring their own. The various crafts may be divided into several classes according to the kind and source of the materials :

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First, the kindergarten occupations, or similar work with paper.

Second, those that can be carried on with collected material, such as box-craft, post-card work, sewing, weaving.

Third, those that demand special materials that must be purchased, such as raffia, reed and cord.

Fourth, those that verge toward vocational training and use materials which though common are expensive in the quantities needed, such as carpentry, dress-making, cooking, lace-making.

For the kindergarten the best results come from the standard purchased materials but much can be done with cheaper papers, wall-paper, old cardboard, and miscellaneous articles that may be collected, such as empty spools, boxes of gas mantles, etc. Permanent outfits are needed of blunt scissors, balls for play, and the permanent wooden beads which are expensive but will be a good investment as they furnish employment for many hours.

The second class of handwork is often an education in thrift by the transformation of waste materials into something useful in the home. The children themselves can be enlisted in collecting string, wrapping paper, paper boxes and clean rags, at home and among their neighbors, but it is also well to provide an ample stock by soliciting on the part of the committee beforehand. Wrapping paper, wall-paper samples, pasteboard boxes and soap-boxes, old post-cards and picture magazines, cloth, thread, floss, rags, all can be used effectively if enough is secured at first to enable the teacher to plan uniform work for a whole class. The general public will respond willingly to an advertisement asking for such donations to be left at a stated place, and often

merchants will donate samples or remnant scraps that will be of considerable value for patchwork or small sewed articles.

The third class of industries use materials that must be purchased because they have superior qualities and cannot be obtained otherwise. They include the raffia, reed and its substitutes, cane, and cord. Raffia has fine educational and wearing qualities. The supply is somewhat affected by war conditions and cost is increased. Substitutes such as braided grass and rush are being sold, and although they have not the quality of the raffia they may be useful to mix with the raffia work in a decorative way, to economize in the quantity of raffia needed.

The supply of reed is directly affected by war conditions and so it is well to reflect that the schools have made an almost extravagant use of it in some cases in the past and its educational value is less important. It is a showy material and the chief discipline connected with it is in the correct starting of the center and making a strong finish for the edge. Substitutes for reed are being pressed on the market such as willow, rush, braided grass and straw, paper twist, and wood shaving. Willow is harder to work but makes a much handsomer and stronger basket. Paper twists are in doubtful taste as they fray, become dust-catchers, and cannot be scrubbed. Heavy bundle cord can be substituted for reed in the "raffia over reed" baskets, and has the advantage of being much easier to work and wearing well. These materials are carried by the supply houses for kindergartens and primary schools and by the special dealers in reed and cane. The nearest wholesaler can be traced through the public schools.

The American Indian League displays and sells baskets of an amazing variety of materials, bear grass, palmetto, cat-tail, bamboo, seaweed, bark and root fibers, fern stems, etc. These materials are prepared by the Indian basket-makers and are not on the market except in very limited quantity, but occasionally an enterprising person may be induced to follow their example and prepare enough material for the use of basket-makers in some one locality. It seems as though willow, cat-tail, and palmetto, at least, might be developed for the use of the schools. Strips of dry corn-husk make handsome baskets, sewed in ray-stitch with raffia or sisal.

The cord needed for hammock work must be bought and is not easy to get. It is the most expensive material used in the schools, and bulky. It is known as "Soft Seine Twine" and is carried by sporting-goods stores for fish-nets. The stock is likely to be exhausted during the season if not ordered in advance and orders must be placed with the mills in time to allow them to make it up to order, so any large quantity, such as is needed for a school, should be ordered early. It may be bought through the Presbyterian Headquarters in New York or the D. V. B. S. Association at good discounts on the retail rates. Some directions for hammock-making prescribe No. 18 or No. 20 and this is used for doll hammocks and, doubled, for full size hammocks, but No. 32 is recommended by the D. V. B. S. Association for practical size hammocks with single mesh. The number refers to the number of threads used; the difference is not always plainly evident to the eye but it affects the strength. The same numbers are sold in different twisting, as Medium and Hard, and

these qualities are too stiff for childish hands and do not work well in hammock making. It is the custom to expect the boys who complete hammocks to pay at least part of the cost of the material.

5. **Demands of Vocational Classes.**—The fourth class of handicrafts use materials that are not so hard to obtain but in quantities that involve expense, and these subjects are urged upon the schools by the interest of the families in their vocational aspects. They are carpentry, dressmaking, cooking, millinery, lace-making, etc. When the children are able to bring their own materials or pay for good new materials, the appreciation of the work is increased and more ambitious articles may be attempted, of practical value in the homes afterward.

Carpentry will always draw older boys. Lumber may be found sometimes without great expense, or partly donated by some mill, but the tools and bench are expensive and a separate shop sometimes hard to secure. A bench and tools such as are used in manual training costs from eight dollars up. Sometimes a church or settlement will loan a kit of tools but the teacher then has a grave responsibility in seeing that the tools do not disappear under circumstances that leave the last state of the boys as to morals worse than the first. The teacher should put the tools away securely and take count of them every day. Some other forms of woodwork can be carried on with fewer tools and collected material and for a description of them see Woodwork in Chapter X.

For the girls' occupations of dressmaking, cooking, etc., if enough material is supplied for the start and the plan for the class is well advertised, in many cases



the girls from an ordinary community will bring their own materials willingly. If the mothers know that certain articles, such as baby kimonos or shirt-waists are to be made, they can plan ahead and send the material for some garment that otherwise would be bought ready-made. In the poorer communities some charitable agency or ladies' circle may donate goods for garments for needy families. Classes in embroidery, cross-stitch, crocheting, etc., will make possible special articles of family importance, or gifts, when the family could never afford to pay for more than the materials.

6. **Commercial Interest of Homes.**—The poorer and more foreign the community, the more value will be placed on strictly vocational instruction if the difficulty of expense of materials can be overcome. The mothers of a packing-house community vetoed raffia work for their daughters, and sent word that they wished them to learn to sew and cook. In this school one little cook of nine years old was so small that she suffered a scalding by trying to look into her pan of boiling stuff, but otherwise the cooking class was a great success. In New York and other large centers many children of tender years are working in the home, and the parents display a suspicious interest in the classes in making toys or artificial flowers. Other children come with the lace they are crocheting for the mother to sell and they continue work on it all through the opening exercises and the story. This industrial burden on the children is of course injurious, and yet one must have sympathy with the thrift that looks for the pennies in every direction.

The school should keep the fine balance between

teaching that will really promote thrift and efficiency and perhaps win pin money for the child, and the risk of allowing mercenary considerations to harass his growing years. The raffia napkin ring will be of use in the home but will offer him no premature industry. The knit string wash-cloth will be a useful saving, but will not cut short his education by its commercial possibilities. The caned chair in the home is a saving but will not tie the boy to a sweat-shop industry. One boy, coming to the school in the intervals of driving a delivery wagon, learned to make horse nets which he sold to other drivers, thus helping out his meager wages.

7. Care of Materials.—Next to the securing of materials comes the necessity of keeping them with proper care. Carelessness may result in the trebling of the bills for material. Every day when school is over all tools and material should be gathered up, put in order, and locked up securely. A locked trunk or closet is needed as well as locked doors. There should not be left the slightest opening for anything to go astray. In laying out materials in the morning, the teacher should avoid as far as possible laying out any surplus of material or placing it where it will get scattered on the floor. In large classes it is well to form groups and put monitors in charge who will distribute work and collect it again and ask for materials during the class. This will prevent the excited rushing forward of many at once.

Every unfinished article should be tagged with a manila tag bearing the name of the child making it; the articles of each group should be collected in one large box, and such boxes containing raffia, sewing, pasting work, etc., should go into a closet that is to

be locked, in some regular order. An old trunk with a good lock is excellent for holding the main supply of cord, cane and reed, and the hammocks.

The children are not allowed to take unfinished work home unless it is something for which they have brought the materials, like sewing. If they beg for more time for working to finish something, a generous teacher may agree to meet them for an extra afternoon session, but they must not be allowed to use the schoolrooms without supervision. A little damage to the premises, occurring but once, may do permanent harm to the reputation of the work.

Every day the teachers and their helpers from among the children should see that the rooms are left in order with no litter from the work of the day. With this care the janitor will be obliged to give the rooms only one extra sweeping a week to keep them in fair condition.

**8. Disposition of Articles Produced.**—As to the ownership of the completed handwork, with the exception of hammocks and the articles made by the older children from their own materials, it is the policy of the schools to offer not only free instruction but free materials also and to give the articles to the children in most cases. This enables the poorest to take advantage of the schools. It also enables the teachers to control the disposition of the articles for discipline, as mentioned in Chapter VI. All articles (with certain exceptions) should remain in the custody of the school until the final exhibition is over, and then a distribution can be made on the spot of such articles as have been granted to the children or won by them by extra work or special

excellence. Little articles quickly made, like pin-wheels, or those made by the kindergarten, can be given to the children at once when made, in order to keep the homes interested, as far as the teachers think best.

If an article has absorbed considerable expensive material the child may be required to pay the cost of the material before the article is given to him, and this is usually the rule with regard to hammocks. Or if the teacher knows that the child cannot afford to do this, he may be asked to earn it by making a corresponding article for the school. The children can be taught to feel an honorable obligation to the school which they will be glad to discharge by making articles for exhibition or sale or to serve as models another year. The child whose work, labelled with his name, is bought by some visitor, feels proud of the distinction. For such articles, when their destination is understood from the start, the school can supply materials of a superior and salable quality.

To overcome the tendency toward graft, a part of the handwork should be made for some purely altruistic use, and the most popular destination is a children's hospital. The children are full of enthusiasm in making scrap-books, toys, baby hammocks, or even a fancy quilt for little sufferers of their own age or younger. Gifts for the mother or baby at home excite the same generous feelings. They will grow in grace as well as in skill during such work, and no happier children are seen in the school than those making some gift for the baby at home. If a period is not given every day to the hospital gifts, the fifth week should be devoted to them.

## X

### PRACTICAL NOTES ON THE HANDICRAFTS

SOME handwork is of general interest to the whole school and some subjects should be applied to the whole school and to every school. There will follow some practical notes on the things that are of interest to the whole of the main school, and after that other notes on the adaptation of special subjects to the vacation schools. These notes are not intended to take the place of instruction in these arts, but to form a simple chart for their application.

#### (a) GENERAL OCCUPATIONS

1. **Paper Decorations.**—The paper chains and wreaths of the kindergarten are pretty for decorating the rooms. At times the whole school can join in making such chains, or strings of little paper pennants or rosettes for decorations on special occasions. A good way to advertise the school is to have all the children make paper pinwheels, caps, or cockades the first day, and carry them home. Miss Gibbons' "Kindergarten Guide" contains directions for making.

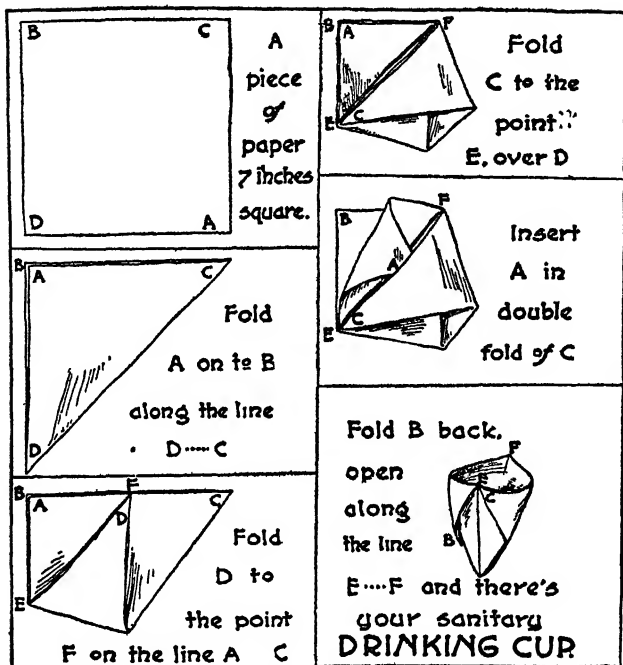
2. **Knots.**—This will be appreciated by children who may become bundle wrappers in big stores, and the smaller children can make necklaces of the knots. The following knots will be found explained in the two books, "The Handicraft Book," by Jessup and

Logue, and "Rural Handicrafts," by G. F. Johnson. They are mentioned here chiefly in order of their complexity: Overhand or Staffordshire, Treble Overhand, Slip, Flemish or Figure of Eight, Sailor's or Reef, Overhand Tie, Weaver's or Hammock, Double Overhand Tie, Double Flemish, Fisherman's, Bow, Double Bow, Sailor's Necktie or Four-in-Hand, Bowline, Square, Military, Solomon's, Loop Stitch or Buttonhole for fobs or chains. This can be developed into making articles of shoe-strings or heavy cord, or even into macramé work.

3. **Paper Folding and Bundle Wrapping.**—For making a few useful articles, fans, caps, little paper boxes or compotes, and the sanitary drinking cup. (See diagram from the Rhode Island State Board of Health on page 118.) Also for bundle wrapping, giving the sharp creasing of corners, the disposition of ends, and the treble closing fold.

4. **Post-Card Work.**—Used post-cards, sorted by subject and style, can be applied to book covers or cardboard boxes for decoration. Pasted back to back to conceal the writing they can be strung in banners with a calendar attached. Pasted back to back and trimmed down in size, they can be punched for ribbon or raffia tying and so made into baskets, boxes, and card-cases.

5. **Book Mending and Covering.**—Beginning with small books of manilla sheets tied together and fitted with post-card covers, the children can advance to scrap-books with covers of pasteboard covered with muslin and strengthened with half-binding decoration. Additional work can be given in covering school books with heavy paper and in mending of damaged books brought from home, or in giving



*Diagram Published by Rhode Island State Board of Health*

them fancy covers. If the books are put in a press while the glue is drying, the work will be improved.

6. **Filling Scrap-Books.**—This involves the filling and decorating of the paper or paper-muslin books that have been made. It is of immediate use in making paper doll books by the younger children, gift books for the hospitals and the Bible note-books. Each different class should have a composite book and each child can make a record book for himself of his work in the school. The younger children can

cut out pictures from magazines and color them with crayons for their books. The books of older children should contain maps, drawings, written texts and reports as well as pictures. "Handwork in the Sunday-school," by Milton S. Littlefield, will give full directions for this work, as well as for sand-table work.

7. **Sand Modelling**—A regular zinc-lined sand-table costs about twelve dollars and so is beyond the reach of the ordinary vacation school unless it can be borrowed. A pailful of sand and a three-dollar tray, 2 ft. x 3 ft. x 6 in., will furnish sufficient material for illustrating the story and the children can be allowed to make maps on it in the Bible manual period if only four or six are allowed to work at once. This appeals especially to the older boys. An old kitchen table, with the legs sawed off, turned upside down and filled with sand, will give occupation to the kindergarten. In the yard one load of sand, or two, will make a useful sand pile when surrounded with enough boards on edge to keep the sand from being scattered. The sand must be dampened to mould well and the moisture will escape from anything that is not water tight, so the use of tray and table must be arranged where a little moisture will do no harm.

8. **First Aid to the Injured and Hygiene.**—Instruction in some of the simplest matters can often be given by some of the regular teachers, regarding cuts, bruises and burns, etc. Some nurse or doctor may be very glad to come to give instruction in bandaging, treatment of fainting, asphyxiation, poisoning and shock. The principal can emphasize cleanliness, quarantine, and disinfecting in connection with the habit talk. If a scout-master can be secured



to give some of these instruction it may result in a helpful connection with the Boy Scouts, later, for some of the boys. The feeding of babies and the location of pure milk stations will be valuable topics for the girls. The principal should know how far the public schools of the neighborhood have gone in this direction. This department can be strengthened by some good confidential talks to the boys by specialists in temperance and boy morals who may be glad of the opportunity to meet the boys of the summer schools.

9. **Modelling and Paper Scenes.**—The expense of providing fresh clay every time is an obstacle to clay modelling for there are some cities that forbid the repeated use of the same clay because of the danger of the transmission of disease. This difficulty may be avoided by keeping each child's portion separate, and this can be done for oiled clay or plasticene by putting it away on a bit of waxed paper and marked with the child's name. Newspaper pulp is very difficult to make, but one persevering teacher with the aid of a group of willing boys manufactured enough to make one map of a sufficient size to engage the work of the whole class. The prepared pulp sold by the New York Sunday-School Commission might be bought in small quantities for use in connection with pasteboard for the making of relief maps or special models. Paper pulp cannot be used a second time. It can be used in connection with cut paper figures and pasteboard models of houses and walls to make very realistic scenes of the stories. They should be tinted in natural colors. Some scenes were given in the *Ladies' Home Journal* of last December and February for cutting out and

mounting, which will suggest the method to those who have not already learned it in public school. The different grades of children can be employed on one large scene, each grade on some part of the work suitable for its capacity. A paper frieze is a good piece of coöperative work, giving much enjoyment to the whole school when the teacher furnishes a good design and sets the patterns.

10. **Care of House and Garden.**—In the care of the premises and the preparations for an entertainment, a little instruction can be given in the right ways of keeping a home in order, of decorating it, and of service of meals or refreshments. Scarcely any school in a church is equipped for teaching household arts, but the daily necessity for cleaning up can be improved for a little instruction. If there is a bit of lawn or a row of flowers on the premises something can be taught as to neatness of grounds, raking up the grass, trimming and watering. The schools start too late for any planting, but if there has been any garden started the children can be taught to weed the beds and stake and trim the plants. One school with extensive flower-beds did not lose a flower all summer. Sometimes a big ball, a rope for a swing, an old wooden swing or a seesaw board, etc., can be secured for the use of the school and they can be installed on the lawn, giving it added attraction.

### (b) CLASS INDUSTRIES

1. **Weaving.**—This is taught in the public school system, with paper strips in the kindergarten, later with yarns and looms sold by the kindergarten supply houses, and with raffia. Then mats are made of rag strips folded flat and with edges turned in, woven on

a cord warp strung in a loom. The looms and yarns are expensive in the total. Yet the value of weaving is so great that it should be more used. The children should fold the strips and string the looms, helping each other, and much of the best rug work is made of unfolded rag strips crushed together in the weaving.

For the smaller children weaving can be taught on raffia pockets or mats woven on pieces of punched cardboard. By using a circular cardboard mount with warp threads extending from the center like spokes of a wheel, a fascinating doll's tam-o'-shanter hat can be woven of yarn. After the threads are cut and the cardboard removed the edge should be drawn in to give it a head-band.

For older boys and girls harder work can be given with clean rag strips, resulting in a series of useful articles : 1. Wash-cloths of folded cheese-cloth strips and string. 2. Lamp or table mat of heavy folded cotton strips and fancy colored cord. 3. Sofa cushion of narrow, raw-edged strips of silk rags, crushed together in weaving, on colored mercerized yarn or cord. 4. Rug of regular carpet rags, washable. Nos. 1 and 2 can be made on cardboard looms and Nos. 3 and 4 can be made on looms constructed in the boys' woodwork class or made by putting nails in the edge of a small packing-box. If the looms are too small for Nos. 3 and 4 they can be woven in two or three sections which then can be sewed together. Rough carpet-rag rugs are very popular now in exhibits of artistic handwork. The children should be encouraged to collect and cut the rags themselves and to trade among themselves until each has a suitable assortment for some useful article.

2. **Knitting and Crocheting.**—There are many small articles that can be produced by these arts that will appeal to the children and their parents by their usefulness. Since knitting has been revived in popularity, teachers should be easy to find. Among the simpler and smaller articles for first practice are: plain wash-cloths knit of string, silkateen ties knit or crocheted, edgings on wash-cloths, on towels or aprons, and little purses or bags. A baby's cap can be made of a straight crocheted piece, seamed down the back of the head. A baby's jacket made of coarse wool is not a difficult piece of work. The older girls can go on to knitting lace suitable for trimming undergarments, or crocheting edgings fine enough for handkerchiefs. Italian children are sometimes taught to crochet lace for sale by their parents, and such children might better hear nothing about lace in the school, but lace-making is a thrifty accomplishment for American schoolgirls.

3. **Sewing.**—This extensive subject should be systematized by some progression in the stitches that will insure real instruction for the more ignorant children. A table should be padded and covered with an old sheet so that the beginners shall have something to which to pin their work to keep it in the right position. First of all each girl should make a gingham or muslin bag for holding her sewing. This will teach running and hemming. Then a cheese-cloth dust-cloth can be made with cat-stitching or feather-stitching, followed by an apron or bib in the same stitch. Useful articles good for practice are: pocket pin-balls, emery or sachet bags, bean-bags, broom-covers, aprons, heavy bags with cross-stitched decoration, towels with fancy hemstitching

and monograms, baby dresses, petticoats, middy waists, kimonos, and if the skill and goods are forthcoming, night-dresses, shirt-waists and dresses. For older girls who have some skill with their needles, the advanced work can be given from the first and they can use the time to make needed garments, or, if desired, some kind of embroidery may be substituted. (See Appendix C.) Millinery can be given where a good teacher is obtainable and the pupils are able to provide their own materials, but such classes will be rare.

Some facts of great practical value to the children with regard to testing fabrics can be taught in the sewing class; the difference between pure wool and shoddy, and between mercerized goods and linen, and the dyes that fade easily. Another pleasing variety can be introduced in the sewing by making a doll's outfit for a hospital gift doll; or if the boys are making a doll-house there will be need of curtains, bedding, and some upholstered furniture for the dolls, all of which will call for some neat needlework.

4. **Patchwork and Appliqué.**—These forms of needlework are especially adapted for the making and decoration of articles of practical household use, such as: children's bibs and aprons, quilts, cushion covers, table runners and covers, curtains, and bedspreads. Plain patchwork for a large quilt is a little beyond the endurance of the nervous city child, but a large class can accomplish a quilt in coöperation. If silk pieces can be obtained a delightful little quilt for doll or baby may be accomplished by one child, and in such a case the school should see that the silkline for the lining is provided and used.

The appliqué decoration uses conventional figures of animals, birds, children, or flowers, in solid colors on a contrasting background. These in the designs of Kate Greenaway and other artists whose designs for children can be easily obtained will add a special charm to many prosaic articles. A hospital quilt can be made delightful by the quaint humor of its decoration. The designs are applied to the background by whipping, buttonhole stitch and other embroidery stitches.

5. **Stencilling.**—While the girls are hemming towels, those who have brothers in the school can hemstitch a table runner or pillow top which the brother can decorate with a stencilled pattern. Embroidery can be added to outline the stencilled figures. This work will make dull coarse goods such as crash very attractive. It is quick and showy work and therefore should be combined with something like sewing involving slower progress, or it will consume too much material, but it has a good influence in cultivating simplicity in decoration. The materials for this work are: waxed paper for stencils, brushes, thumb-tacks, turpentine and oil paints or dyes, and waste rags or blotting paper. The teacher should provide a few patterns and get the older children to cut the stencils for the use of the class.

6. **Raffia.**—The toughness and pliability of raffia makes it interesting to work with, and it shows accurately the handling it receives and the weaves and stitches, so that it has great educational value. It is coarse enough so that small children can work on it without fatigue, and thus learn the stitches for darning and embroidery. The natural color raffia is to be preferred for the most of the work as it is less expen-

sive and stands scrubbing better, and is usually in better taste. The bright colors that the children will prefer can be introduced in small quantities for decorative patterns.

Articles found adapted for the use of the schools are : dolls of bundled, tied and braided raffia, brushes with doll handles, doll-hats of braided and sewed raffia, bookmarks of raffia wound over cardboard, napkin-rings of raffia wound or buttonhole-stitched over cardboard, picture frames and brush holders of the same work, bags of knotted raffia to hold a hanging tumbler or ball of cord, woven mats and flat bags for wall or chatelaine, fancy knotted jar or flask covers, mats of raffia sewed over reed or heavy cord (including several stitches, not omitting Navajo stitch), trays of the same, baskets of the same open and with hinged or rimmed covers. The colored raffia and fancy grasses or straw can be used for decoration on the frames, trays, and baskets.

Care should be taken that the raffia does not get scattered about the floor. The scattered strands look untidy and may encourage pilfering or using in wasteful ways, when they are as good as any others for the work in progress. The teacher should see that the raffia is properly dampened and that just what is needed is distributed to each child, and should keep the reserve in a box or covered where it is under her eye.

The use of raffia for small articles such as the napkin-rings, picture frames, etc., is well taught and illustrated in "The Handicraft Book" by Anne L. Jessup and Annie E. Logue, 1912, A. S. Barnes Co. For an inexpensive book, teaching many things that will be useful in the general work of the vaca-

tion schools, this work is admirable. It includes a discussion of knots, cord work, weaving, basketry and chair-caning.

7. **Reed and Willow Basketry.**—The reed work must begin with the small mat in which the child masters the center with its odd number of spokes. Its looped edge should be made as secure as possible. The next article can be the basket tray about five inches across; then follows the large sandwich tray with some fancy weaves, the small work-basket followed by the deeper and larger baskets, baskets with covers, flat baskets with handles, jardinières and waste-baskets. The oval tray is one of the prettiest forms. Flat reed can be used to make an oblong tray or flat basket with an easy over-and-under woven bottom. A board foundation with tapes and tacks is needed for working the flat reed into this kind of basket.

Because of the difficulty of getting reed now it should be very economically handled, and the boys can scarcely be allowed to indulge their tendency to use unlimited quantities in making large waste-baskets. Material can be conserved by using open pattern weaves for part of the basket, or introducing stripes of shaving, rush or braided straw. Just enough reed should be put out for the day's work without any surplus to be scattered or "sneaked" by the boys. It should not be spoiled by repeated wettings or by being worked when too dry.

Wooden bottoms for the jardinières and waste-baskets save the reed and give a firm and practical foundation for the basket. Holes the size of the up-right spokes are bored around the edge at the right intervals and the spokes inserted in them. If the



spoke is simply stuck through and cut off flush on the bottom, the basket will soon come apart as the wood warps, but if the spokes are passed down and looped up through the next hole, or if long ends are woven into a fancy rim on the bottom, the basket will be more handsome and agreeable in use and will never come apart. It should be an object in all basketry to weave the edges or borders as securely as possible, in rolled-spoke or more fancy reenforced borders. If wooden bottoms are not used then the thorough shaping of the basket at the turn should receive careful attention.

Among the substitutes for reed, willow alone is the same size and can follow the patterns for reed. It is so strong and glossy that the resulting work is very satisfactory, but it is hard to handle and needs to be spliced when the diameter increases. All the substitutes are sold by the school supply houses. Reed baskets if spotted in color can be improved by staining in some wood tint.

8. Hammock Making.—The hammock making is the craft that has proved most adaptable for large classes and for all kinds of equipment and for all kinds of pupils. It will never grow old because there is so much more quality in the cord than in any fiber used for manufactured articles, and because it is so perpetually useful in the making of knots. If a group of boys have already learned it, they can be divided off for work in chair-caning or the more complex forms of basketry.

Some schools have not allowed a boy to undertake a hammock until he has made a satisfactory basket, but there are also preparatory articles in cord and the series can be graded as follows: (1) small knotted

bag for ball of cord or hanging pot, (2) flat bag for school-books or shopping with handles and gathering cord, (3) doll hammock, (4) baby hammock, (5) full size hammock, (6) net for tennis or volleyball.

The poor worker who has to take out work repeatedly until it is a question whether the hammock can be finished will become disgusted and discouraged, so no boy should be allowed to start a hammock who has not demonstrated his ability to do the work. Clever boys have been known to make a hammock well in ten hours, so the teacher should be on his guard against letting them work too long at once. They may be rewarded for good swift work by being allowed to make hammocks with red or blue stripes, finishings and fringe. It will be necessary to dye the cord for the colors desired.

The hammock is a severe test of moral qualities in the worker, and many sermons can be drawn from it. It must be begun according to directions and every knot must be firm. The teacher should have completed a hammock himself, not only to serve as a model, but to prevent his making mistakes in starting the work or making poor knots himself. Knots that are badly spaced, that mix the mesh, or that slip, must be taken out and tied right, or the hammock will never be right. Dirty hands will give the hammock a dull gray color very unattractive, and so may careless handling. Lack of ambition will scant the measurements. Laziness will fail to give the hammock the proper finish at last. Dishonesty will make away with the cord.

The materials needed for the work should be kept in a locked box or trunk, and include cord, rings,

needle and mesh block. Only the more capable boys can make the conventional needles without spoiling them or taking too much time, so needles should be given out carefully, marked with the name of the user, and put away carefully every day. The securing of cord has been already discussed, and some needles can be secured from the same headquarters. Cord recommended for small articles is Soft Seine Twine No. 18 or 20, and for full size hammocks, Soft Seine Twine No. 32. The needle for the small size may be from three to six inches in length and about  $\frac{3}{4}$  in. in width. For the No. 32 cord the needle of the usual pattern should be a foot in length and about  $1\frac{1}{2}$  in. in width. Different needles can be made in shuttle form without an eye but with the open slit in each end, and these are easier to make and to wind but not so easy to put through the meshes. Wood for needles must be tough but with little tendency to split; pine will not do. With a jig-saw they may be made in the school. The commercial needles are usually made by old sailors and sell at retail for fifteen cents and up.

The cord comes in five pound bundles of four or five hanks and these must be straightened out and wound in balls as worsted is wound for knitting. If the balls can be kept in a locked box with several holes in the lid through which the cord can be fed out for winding the needles, it will remove much temptation from the class.

The mesh block for the small cord is  $2\frac{1}{4}$  in. in width and this will make the doll hammock of three feet in length or a small-mesh, large hammock. The mesh block for the full size hammock of No. 32 cord should be about three inches in width, or a trifle less.

The rings are 2½ in. black japanned harness rings, to be bought in most hardware stores. The finishing of the hammock can be done with the same cord as the body of it by twisting three or four strands together for the side ropes. If the ends of the side ropes are simply tied to the ring at one end they can be adjusted there to make the edges of the hammock high or low, thus adding to its comfort. Some prefer to use a small soft rope for the side rope. The strings should always be wound for about three inches next the ring to prevent them from tangling easily every time the hammock is taken down. (For further directions see Appendix E.)

While working, the hammock maker needs a firm support on which he can hang the work. Sometimes knobs and hinges can be utilized but often it is necessary to insert hooks in the edges of woodwork before the whole class is provided with suitable places. Sometimes a light timber bar can be put up to hold the hooks.

9. **Wood-Working.**—Regular wood-working with sloyd or carpenter's tools can only be undertaken under the direction of a skilled teacher, and such a one will have in mind the small articles that can be made with the time and materials available. A stool, a sleeve-board, bread-tray, knife-box, book-rack or doll's bedstead of some size are attractive articles that will be appreciated at home. Care must be had that the boys do not undertake articles beyond their capacity and materials.

Because of the infrequency of proper equipment for carpentry, the lesser forms of wood-working are of more importance for the vacation school. The choice of one may be influenced by the following premises :

Not all boys own a knife. A hammer is a fairly safe tool to supply for a class as it is big enough to be found easily. A number of boards can be sawed at a carpenter shop at one trip. Nails are not very expensive. A small packing box will make a loom, and a large one will make a good frame for a doll-house.

A group of boys may be encouraged to make a doll-house for the school and then to make the wooden furniture for it. They can roof it, cut out windows and doors, and put in floors, partitions and stairs. Then let them paint and paper it. The sewing classes can supply the curtains, carpets, bedding, upholstery, and the dolls with their wardrobes. The furniture can illustrate the principles of joints in wood, even if not very imposing. Some can be made of cigar-box wood with care. Rustic furniture can be made of branches and twigs which the boys can collect on some suburban trip. An excellent book dealing with rustic and whittled objects of practical use, also with rope and knots, is "Rural Handicrafts" by George F. Johnson of Liverpool. This will be especially suggestive as to materials for wood-working in the case of rural or suburban schools. The doll-house will be the pride of the school and can go where it will continue to be useful after the school has closed.

If the doll-house is finished early the boys can go on to make more furniture for presents, or other articles of similar structure. One style of doll furniture that makes more work for the girls than the boys is that made of berry boxes, joined together and cut away to the right shape, and then entirely upholstered.

A jig-saw frame is not very expensive and with a dozen saws at ten cents a dozen can keep a class of a dozen boys busy. It is used to make the new flat Noah's Ark mannikins and animals, about six inches in length. These animals are cut out of wood that is from  $\frac{1}{8}$  in. to  $\frac{3}{8}$  in. thick ; the tracing of the patterns, the sawing out, sandpapering, mounting, and painting gives considerable absorbing work to the boys and the results form acceptable gifts for their friends. The animals often are so designed that they will balance on the edge of a table or a bar, or will nod or jump on wire joints. Sometimes they are made with a long tapering base to thrust into sand. (See Appendix D.)

The saws can also be used to cut out hammock needles or to cut up a puzzle picture or map, glued on the thin wood, which will add to the entertainment of the school.

10. Miscellaneous.—Among the many other crafts, some may become available for a school by reason of special circumstances. Metal work cannot be conducted except where there is a special equipment. Hammering brass is too noisy, and requires too many tools, for the schools. Pierced brass has less difficulty and some nice work has been done in articles of household use. One school had an em-bankment where the boys received a start in stonework. Cooking can be conducted in institutional churches where there is provision for it but the classes will be small and usually cannot come within the school hours. Bead-work, tissue-paper dolls, and other things have furnished employment for small classes. Chair-caning is a most valuable art but must be confined to the older boys and those

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who will bring a chair to be re-caned. The more the interest of the school is concentrated on a few standard crafts, the more the interest will grow by contagion.

## XI

### SPECIAL EVENTS AND CONTINUATION ACTIVITIES

**W**HEN thoroughly successful the vacation school should extend its activities into the summer recreations of the child, the social life of the family, and the regular appointments of the following year. The child's summer play should find encouragement from his teachers in ball-games, park play, and outings or picnics. The family can be touched by the school life when they attend its evening entertainments and "commencements." The associations of the school should live in some form of continuation classes for the same children, which will have a weekly place in their activities through the following year.

1. **Indoor Play and the Kindergarten.**—The children who fill the schools have so little opportunity for play and muscular development that recreation is one of the most important functions of the school. As already explained, the program provides for calisthenics, rhythmic exercises, and some games that can be played indoors as a part of the regular school session. It is also important to provide opportunities for enjoying the open air, nature study, and field games. At least once a week the children should be taken out by groups for such enjoyment as they can find within walking distance, in addition to the excursion or outing.



When the weather is particularly hot, as in one city where the official temperature hovered around 100°, it may be that a cool cement basement will offer a better recreation place than outdoors. The kindergarten and smaller children should have their recreation chiefly in the neighborhood of the church, and they will be fortunate if the church has a shady lawn that they can use. They dearly love a "party," especially if it includes some "treat" even though simple. Often, however, the babies are best off at home asleep in the afternoon, and the teacher can do better work visiting in the homes than in trying to bring them together again in the afternoon.

2. **Open-Air Sports in the Neighborhood.**—For the older children the sports should be taken as far afield as possible. Sometimes, although the surroundings have no good play spots, "hikes" can be planned along boulevards with an occasional race which will furnish considerable exercise and fun. Nature study will be limited by the material supplied by the surroundings, and so no set program can be prescribed.

Sometimes the neighborhood affords playgrounds where there are supervisors employed by the city school or park system. In such cases the vacation school teacher may not be allowed to lead the play, even of his own party of children, but he should be present often enough to answer for the kind of influence exerted and to let the children feel that he is promoting the plays they like. Sometimes the supervisors will be very friendly to the vacation school children and will exchange courtesies with the teachers to the profit of both enterprises. Sometimes the regulations of public grounds will allow the teacher

to reserve game courts for their own teams at certain hours and this will encourage older children in getting out into the open air. In such cases a basket of lunch carried along will enable them to utilize the cooler hours of late afternoon and early evening.

Ball of course is the typical game for the older boys. If the school will supply a team the principal should go with them once a week to some place where they can play, and arrange for games with other teams or on outings. A soft ball is recommended for use in street playing which sometimes is allowed by permission of the police along favorable stretches of road. If a street can be closed to traffic for play it can become a great benefit to the neighborhood.

The older girls should be encouraged to make use of the parks and to get the open air, although they will be less disposed to active games. Sometimes they will play tennis or some form of hand-ball, tree-tag, folk-dancing or ring game, according as they may have become familiar with such sports already. Those that are so inclined can be taken to some park corner where they can play but they will need the constant chaperonage of the teacher who should guard them from the attentions of the passing stranger.

Sometimes there are swimming pools, baths, or wading pools within walking distance of the school. By making appointments for groups of the same age and sex to go on different days, many of the children can be led to use these advantages to their great profit, when they have needed encouragement to begin.

3. Outings.—For the enjoyment of suburban parks or country, the school must enlist the help of

benevolent friends to provide car fare, lunches, or auto-transportation. Sometimes the children are able to bring a dime for car fare, but too often the most desirable parks are beyond the reach of the dime and friends must help in supplying transportation. Sometimes a part of the children are quite willing to supply their own car fare and the teachers or charity visitors who know the children who cannot do so can provide tickets for them from the Sunday-school or some public charity. Occasionally a car can be chartered for less than the fares would cost and the lump sum can be made up beforehand in a variety of ways. Very occasionally the transit companies will give the use of a car free and then the school is jubilant indeed and safeguards must be set up against the addition of strangers who have no right to be included. In one case a big auto truck was the means of giving a memorable picnic to all the members of a school who had earned the treat by attendance and good conduct. In another case friends of the school assembled their automobiles and gave the children a boulevard ride in the early evening. Benevolent individuals will often give the amount needed for an outing or treat more readily than for any other part of the school work, and this is the only part of the expenses that can be solicited safely after the beginning of the term.

For one ideal picnic the ladies of several churches united to provide an ample lunch and drinks. The school prepared banners and passes for all entitled to go. A car was chartered and loaded close by the school early in the afternoon. At the grounds were enough young men to keep up a lively program of games and relay races with prizes. Finally when

the children had all seen the animals of the park and were tired of playing, they were seated on the grass in circles and a substantial supper was served to them without any disorder. The whole company was photographed and returned at twilight on the car together to their starting-point, tired but safe and happy. The older children of another school, by the donation of a friend, were able to go to an island every week where swimming was taught and a free lunch was served afterward.

**4. Evening Socials and Sunday Festivals.**—Where it is difficult to reach the parks, enjoyment may be provided by evening gatherings. An entertainment or a trip to a distant park should be provided several times through the term, or every week if possible.

Sometimes lantern picture shows or other forms of entertainment will be provided free by friends of the school, and the children and members of their families will come with great enjoyment that will react on good conduct in the school afterward. A successful entertainment in a very prejudiced community consisted of lantern pictures of the life of Christ, with songs and recitation of Scripture the children had learned, and the evening closed with the serving of ice-cream cones and a cordial good feeling on the part of those who had come with suspicion. In another case the children themselves gave a pretty program of their games, songs and dramatized stories, and an exhibition of their work, and the parents who came made the acquaintance of the teachers with evident pleasure. Chinese lanterns on the lawn, decorations of the schoolroom and the serving of lemonade gave this a very festive air.

Occasionally a church that is much interested in a school will ask the teachers to use some evening service as a report and exhibition evening. This kind of evening will have much the air of a children's-day celebration, and can be made most useful to the school. The more of the program that the children can give themselves, the more it will be enjoyed.

5. **Commencement.**—The final day of school necessarily bears a festive aspect, and it can be called "Commencement" by virtue of the awards of honors to be made—also because that is a term commonly recognized as the name of a final and important occasion. It should mislead no one into thinking that the emphasis is upon the completion of definite courses of study. It is to be hoped that schedules of work have been faithfully followed, but that will be lost sight of in the interest of daily living and working together.

The program of such a day should be simple and much like that of every day, with the omission of the handwork,—for the handwork articles are all finished and on exhibition,—and with the addition of a few special features. The opening and closing exercises are the same as every day; the children recite the Scripture they have learned and sing numbers of their best songs. If they have achieved any dramatizations of the stories, any special tableaux, fancy drills or recitations, those are included. The principal makes his announcements and gives his report in place of the habit talk, a story is told as usual, and perhaps one visitor of importance is invited to give a five-minute speech. The day, however, distinctly belongs to the children, and after

their parts have been given the program closes with a social hour sometimes including refreshments, allowing the parents to inspect the exhibit and to talk with the teachers.

When there are several schools working together in one city, they can combine for a union closing rally or "Commencement" with good effect. The program is the same except that whole schools giving stunts take the place of individual performers, and more variety is introduced by reason of the diverse characteristics of the schools. Some of the stunts which have been given are : special Scripture recitations, rhythmic exercises, first aid drill, fancy drills including flag drill, athletic stunts, kindergarten story plays, Bible story dramatization, doll drill lullaby, motion songs, national songs and folk dances, and original poems.

A union rally raises many questions of place, time, and transportation, and involves extra work because banners and exhibits have to be taken to the chosen place and then removed. But the union rally is often worth all it costs in the enthusiasm aroused and the impression upon the children from seeing and hearing the work of the other schools. For such an occasion a place should be secured that is large enough to allow the presence of many spectators, and central enough to minimize the task of reaching it. It will be a great day for the children.

On the closing day the handwork should be on exhibition wherever the exercises are held, and the place should be decorated. The banners, friezes, and strings of pennants or gay paper chains from the kindergarten can be used in decoration. The hammocks will drape in handsome festoons, or can be spread

wide as nets to hold other articles on the walls. Long strips of muslin or burlap, fastened on the walls, will form good backgrounds for mounting the raffia articles, sewing and embroidery. Tables neatly covered with paper will display baskets and books to good advantage. This display around the walls of the assembly-room or in side rooms will be of much interest to parents and visitors.

Every article put up in an exhibit should bear a tag stating the name, age, and school of the maker. The tag should also show by its color whether the article is for sale, is destined for further exhibit, for a hospital, or to serve as a model. The tag should be punched or marked in some definite way to show that the child is to receive the article. After the exercises are over the teachers should take down the articles that have been designated for the children and give them out on the spot. Articles destined for the use of the general committee or for hospitals or other exhibits at a distance should be wrapped in one package for each designation and labelled or personally delivered. All remaining articles should be packed away in the supply trunk with the permanent supplies and the models, and sold or used as opportunity offers.

Much interest was aroused by one exhibit of the best work of a school in late September after people had returned to the city from summer outings. It was displayed with good labels in the show window of a prominent department store. The children were notified at the close of school to come for their articles on the date when the exhibit was to be taken down, and they were quite satisfied to wait for their handiwork until that date, knowing the circumstances.

Interest and support for the work has been secured by bazaars later in the season, at which the work of the children has been sold, in connection with donated goods suitable for the season, and programs of entertainment were given regarding the work of the schools.

6. **Closing School and Reporting.**—As soon as the Commencement and exhibit is over and the supply trunk safely stored away, there will be a rush for out-of-town trains on the part of the teachers. Worn with the double fatigue of summer work in the city the most of them will not lose twelve hours in seeking some country spot for the three weeks' rest sorely needed before the beginning of the next school year. They have not had even the short "country week" that has come to many of the children during the summer. Therefore it will be necessary to provide in time for the completion on the closing day of records, delivery of reports and equipment, and closing of accounts. On that day the principal should put his report in the hands of the committee and the enrollment cards in the hands of some church official who will see that they reach their proper destination among the churches interested. The reports and enrollment cards are the basis for any continuation work, and are part of the return which the churches expect from the vacation school.

7. **Continuation Work.**—Three or four weeks later, when the usual church workers have returned to their posts, the church missionary can use these addresses in circulating invitations for any continuation classes that may be planned. If the local church has earned the confidence of the community through the school, there may be a good response to



such invitations. Sometimes the children will come asking for such classes of their own free will. The church should be prepared to care for an increased attendance in its Sunday-school, gymnasium, and industrial classes. One Sunday-school started in the fall with an attendance gain of 40%, another with a gain of 100%. Another church held a children's congregation on Friday nights of 200 or 300 throughout the winter following the vacation school, and added forty-two to its membership.

The continuation classes that can be enrolled after the vacation school will be for various purposes and will probably follow group preferences. The older girls may ask for raffia work or sewing on Saturday mornings. The boys may want gymnasium work or Boy Scout training. Some music supervisor may suggest keeping up a children's chorus, and the teachers and pastors may propose a Bible story hour. All these special activities should be accompanied by a little of the varied work of the vacation school and its formal worship, and if the whole school program can be carried out in short terms on Saturday mornings, there will be the same interest as in the summer. One fall-term school devoted itself with great enthusiasm to making Christmas presents. Later in the year the industries can be turned toward Easter celebrations, and preparation of articles for summer sports or outings.

The leaders, groups, and tastes formed in the vacation school should furnish a nucleus for gathering large companies of school children, who have no particular interest in the churches, for Bible classes or story hours after school. The kindergarten, which is so large an element of the Sunday-school, can be

eliminated from these gatherings and the same type of story used as in the vacation school, the more historical story for the Juniors and Intermediates. The admixture of plays and songs and dramatization that is found in the vacation schools should be retained for these meetings, to rest the children from the confinement of school. The teacher who has mastered the story for the vacation school can hold the interest of this gathering ; and the informal atmosphere and non-sectarian policy of the vacation school will make it accessible to many who would not enter a church Sunday-school. This is an ample field for a purely missionary activity on the part of the churches.

As an illustration of the increasing interest in some kind of religious instruction, which accompanies many of the new educational movements, we would cite the development of religious instruction in connection with the public school system of Gary, Ind. A report by Lester Bradner, Ph. D., published in the February, 1915, number of *Religious Education*, describes the work. The child is sent for an hour in religious instruction to the church for which the parent expresses a preference, and if none is desired the child spends the time at the school. In January, 1915, classes were being conducted by these bodies : Episcopal, United Presbyterian, Congregational, Methodist, Jewish, Servian and Croatian Roman Catholic, Baptist, Disciple, Presbyterian, U. S. A., English Lutheran, Reformed Jewish, and the Gary Neighborhood House.

Dr. Bradner says : " The Gary plan seems to avoid all the difficulties raised by the civil law of the State or the Constitution, in that no instruction is given in the schools, no school funds are used for the purpose,

and no compulsion is exercised over any child except by request of the parent. This suggests the reflection that the purpose of our laws, as shown by the various ways in which the courts have interpreted them, is to guard the rights of the religious conscience by preventing compulsory instruction in tenets not subscribed to by attendants at the school, rather than to deny the need or value of religion as an element in character building. We should assume that they favor religion as long as compulsion is avoided. We should assume that they take, fundamentally, a positive attitude toward religion rather than a negative."

Dr. G. U. Wenner has long advocated the plan of excusing children from school at some definite time during the week, for the purpose of religious instruction in the various churches. It is likely that there will be increasing experiments in this direction. Even before the regular school hours are designated for this work, favor can be gained for special classes to furnish religious instruction for school children in the hours after school, which will be practically continuation classes for the children who have enrolled in vacation schools.

This wider field of service for the community will be open to the churches or groups of workers who find themselves possessed of the ability to serve acceptably because they have mastered the methods needed by faithful work in the summer vacation schools.

# Appendix A

## List of Articles Used in the Philadelphia Daily Vacation Bible Schools

### OUTFIT

Banner : School No.  
American Flag  
Linen poster  
Invitation cards  
30 Principal's daily report cards  
Report blanks  
Music Books (Syllabus)  
Kindergarten guides (with music)  
Kindergarten programs  
Bible programs  
Set of Models  
Celluloid Buttons  
Reference books (use of) on  
Manual and Teaching meth-  
ods

### RAFFIA

Lbs. Natural  
Lbs. Colored  
Raffia needles (Tapestry No. 18  
blunt)  
Raffia weaving needles  
Raffia frames  
Brass rings (1'')  
Brass bells

### BASKETRY

Lbs. Reed No. 1  
Lbs. Reed No. 2  
Lbs. Reed No. 3  
Lbs. Reed No. 4  
Lbs. Reed No. 5  
Lbs. Flat Reed  
Lbs. Split Reed  
Straw braid  
Wooden basket bottoms

### HAMMOCKS

2lb. hanks No. 32 soft seine  
2lb. hanks No. 28 soft seine  
 $\frac{1}{2}$ lb. balls No. 12 soft seine  
Yds. binder  
Hammock needles  
Mesh boards  
Hammock rings 2''  
Hammock rings  $1\frac{3}{4}$ ''

### PASTING

Pieces cardboard  
Books wall paper  
Jars paste  
Pieces ribbon

### SEWING

Scissors  
Papers needles  
Papers embroidery needles  
Papers pins  
Thimbles  
Zephyr  
Lawn  
Cambric  
Gingham  
Madras  
Silkateen  
Muslin goods  
Cotton goods  
Spool cotton  
Embroidery hoops  
Tape measure

### CHAIR CANING

B'dles cane  
Pieces binder

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### MISCELLANEOUS

Package hairpins (for doll's furniture)  
Prs. shoe laces  
B'dle marking tags

### KINDERGARTEN MATERIAL

Drawing paper  
Pencils  
Pkg. Crayons  
Parquetry  
Bristol board  
Sewing cards  
Silkateen

Needles  
Pegs  
Straws 12//  
Lbs. manilla paper  
Strips cutting paper  
Folding paper 4 x 4  
Glazed paper  
Glass beads—large  
Glass beads—small  
Wooden beads  
Slats  
Splints  
Balls  
Tissue paper  
Balls string for horse lines  
Weaving mats

## Appendix B

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### St. Louis D. V. B. S. Normal School

A remarkable method for preparing teachers was in operation in 1915 in St. Louis. The "Presbyterian and Affiliated" schools required all pastors, principals, and teachers to meet in conference on Friday, June 25th. The following week, June 28th-July 2d, the school at Markham Memorial Church and the kindergarten at the Third Street Branch Kindergarten were conducted by the supervisors as model schools, with about five hundred children in attendance. During this preliminary week all teachers were expected to attend the model school and learn their crafts in its classes and then to meet the supervisors in conference in the afternoons. The week closed with a luncheon on Friday followed by a general closing conference. An excursion on a river for all the schools was planned for the closing day of school, August 16th.

## Appendix C

### Schedules for General Sewing Classes—From Presbyterian Home Board

<i>Problem</i>	<i>Process</i>	<i>Stitches</i>	<i>Suggested Material</i>
I. <i>a</i> Duster or <i>b</i> Jelly Bag <i>c</i> Sash Curtains	Hem Seam, Hem Hem, Stencilling	Basting, Running Basting, Running Basting, Running	Cheese-cloth Cheese-cloth Cheese-cloth
II. Apron	Hem, Placing band, Buttonhole.	Basting, Gathering, Hemming, Overhand- ing, Buttonhole, Stitching	Lawn, Dimity, Fancy Gingham
III. <i>a</i> Slip-on' Kimono Dress, or <i>b</i> Fancy White Apron or <i>c</i> Baby Dress	French Seam, Cutting Bias Hem, Buttonhole Hem, Tucking, Whipping, Placing Band French Seam, Cutting Bias Hem, Buttonhole	Basting, Running Combination Stitching, Hemming Basting, Gathering, Hemming, Running Feather-stitch, Hemstitch Basting, Running Combination, Hemming, Feather-stitch	Chambray, Gingham Lawn, Dimity Lawn, Nainsook, Gingham Fine Lawn
IV. <i>a</i> Dutch Collar or <i>b</i> Jabot	Hem, Whipping, Eyelets "	Hemming, Hemstitch, Feather, Satin "	" "
V. Simple Mending	Darning (Stocking) " (Garment) Patching—Hemmed, Sewing on buttons and hooks and eyes	Running Hemming	Freshly laundered underwear

# For Presbyterian Daily Vacation Bible Schools of 1914

## OTHER OUTLINES FOR SEWING CLASSES

### COURSE A

<i>Problem</i>	<i>Process</i>	<i>Stitches</i>	<i>Suggested Material</i>
1. Four Weeks' Work: a Duster or Sash curtain b Sewing Bag c Cooking outfit Apron, cap, sleeves	Hem Basting, hem Seam, embroidered initial  Hem, placing band Buttonhole	Hemming Basting, hemming Combination, satin  Basting, combination, hemming, Gathering, stroking gathers	Cheese-cloth Cheese-cloth Muslin, Butcher's Linen Long cloth Muslin
2. Two Weeks' Work: a Towel b Pillow top	Embroidered edge, Cross- stitch design, Initial Embroidery	Buttonholing Cross-stitch, satin Outline, satin	Huck Burlap, denim

(Any additional time may be given to the mending of freshly laundered underwear.)



## For Presbyterian Daily Vacation Bible Schools of 1914

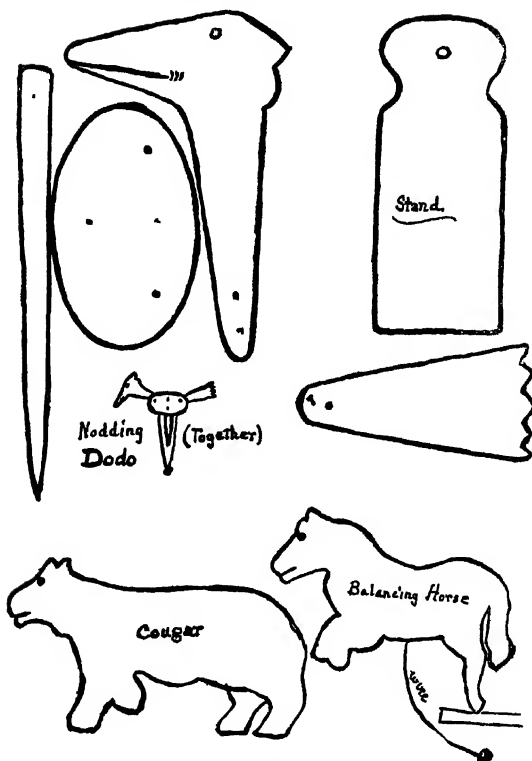
OTHER OUTLINES FOR SEWING CLASSES  
ALTERNATE COURSE B

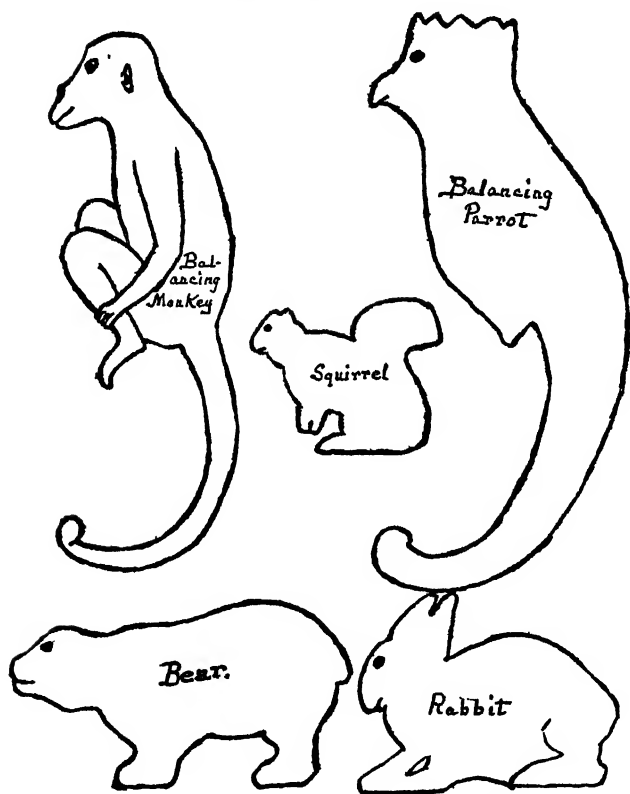
<i>Problem</i>	<i>Process</i>	<i>Stitches</i>	<i>Suggested Material</i>
1. Three Weeks' Work a Sewing Bag	Seam, hem, embroidered initial, ribbon run through rings	Combination Hemming, outline, Satin	Muslin, Long cloth, Butcher's Linen
b Pincushion cover	Embroidery	Eyelets, buttonholing	Lawn, Linen
c Collar	Embroidery	Outline, satin, buttonholing	Butcher's Linen
d Boudoir Cap	Embroidery	Outline, satin, Gathering, stroking of gathers	Lawn
2. Three Weeks' Work: a Fancy Apron	Embroidery Gathering	Buttonholing	Lawn, Cross-bar dimity
b One piece dress or Kimono or Baby dress	Seam, cutting bias Hem, buttonhole Seam, hem, cutting bias Seam, hem, embroidery	Gathering, outline, satin Basting, running Combination, hemming Basting, running Combination, hemming Basting, running, hemming, outline Buttonholing	Chambray, Gingham, Lawn Lawn

(Instead of embroidered collar one may embroider collar, cuffs, and belt for kimono dress.)

## Appendix D

### Toy Animal Patterns





These patterns for the toy animals were furnished by Rev. F. Paul Langhorne, and were used in the New York Model School with great success. They are given here in reduced size and should be enlarged to a little more than twice the size, making the Parrot eight inches long and the Bear two and five-eighths inches high. They should be traced on wood from three-sixteenths of an inch to three-eighths of an inch in thickness, cut out with the jig-saw, finished off a little with knife and sandpaper, and painted in bright, flat colors with enamel paint, or varnished.

## Appendix E

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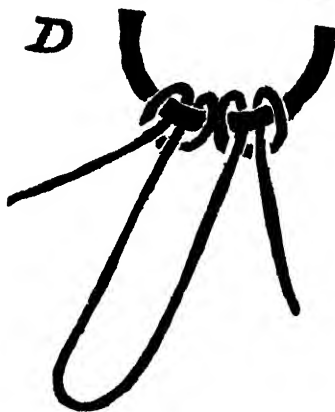
### Hammock Making

There are two ways of starting a hammock ; one is to make the necessary number of loops for the width of the hammock in a chain and work from that, adding the strings and rings last. The other way is to put the necessary number of long strings on a ring and start the hammock mesh on them. In making the chain of loops first the cord is tied firmly in a loop twice the measure of the mesh block (A) and the next knot is tied on the bottom of this loop leaving a loop of the same length, on the bottom of which the next knot is tied, and so on (C). Thirty or forty loops will make the width of the hammock. When the chain is long enough it should all be gathered up on one string loop which can be hung on a hook while working, and then the work can advance by knotting loops along the other side of the strip or chain, back and forth, increasing its width until it forms the length desired for the hammock.

The weaver's knot or becket knot used is made thus (B) : Holding the mesh block below the loop in which the knot is to be tied, the free end of cord is carried over the block at the left and then up under the block and up through the loop. Holding the block and loop in place with the left hand palm up, the free end of cord is thrown in a loose loop to the left, carried back to the right of the first loop, to the left under it, and up at its left and through the free loop. The end should be pulled tight down and back of the mesh block so that this knot lies around the first loop and not below it, for if it is below it will slip.

The end strings knotted in the rings should form loops about eighteen inches in length. The method of knotting on the ring is shown in D.

In starting the hammock from the ring and long loops, fourteen loops are placed on the ring for the foundation

*A**B**C**D*

of the hammock. In each one of these should be tied a double mesh loop to make which the cord is twice carried around the mesh block and up through the loop before the becket knot is tied.

## Appendix F

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### List of Works Quoted or Recommended

- Wider Use of the School Plant, by Clarence Arthur Perry.  
New York, Charities Publication Committee. 1910.  
\$1.25.
- The Public School System of Gary, Ind., by W. P. Burris.  
U. S. Bureau of Education Bulletin, 1914, No. 18.  
Whole No. 591. Washington Government Printing  
Press. 1914.
- Religious Education. Bi-Monthly. 332 So. Michigan  
Ave., Chicago, Ill. \$3.00 a year.
- Sixteenth Annual Report of the City Superintendent of  
Schools, New York City, on Recreation Centers, Va-  
cation Schools, etc. December, 1914.
- Preventive Agencies and Methods, by Chas. R. Hender-  
son, Ph. D. New York. Charities Publication Com-  
mittee. 1910. \$2.50.
- Preventive Treatment of Neglected Children, by Hastings  
H. Hart, LL. D., Director of the Department of  
Child-Helping of the Russell Sage Foundation. New  
York, Charities Publication Committee. 1910. \$2.50.
- The Education of the Greek People, and Its Influence on  
Civilization, by Thomas Davidson. International  
Education Series, D. Appleton & Co. 1907. \$1.50.
- An Introduction to the Study of Society, by Albion W.  
Small, Ph. D., and George E. Vincent. American  
Book Co. 1894. \$1.80.
- The Spirit of Youth and the City Streets, by Jane Addams.  
The MacMillan Co. 1910. 50 cents.

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Handwork Instruction for Boys, by Dr. Alwin Pabst, Director of School for Training Teachers of Handwork, Leipsic, Ger. Manual Arts Press, Peoria, Ill. 1910. \$1.00. (Historical and philosophical discussion.)

College Ministry to City Children: Hymns and Songs, with Syllabus and Suggestions, by Amy Hope Boville and Robert G. Boville. The Century Co. Or D. V. B. S. Assoc., 90 Bible House, N. Y. Revised edition, 1915.

Kindergarten Guide, compiled by Harriet Gibbons, for Use in Daily Vacation Bible Schools. 1912. For sale by John S. Wurts, Esq., 1224 Land Title Building, Philadelphia. 25 cents.

Outline Course for Vacation Kindergartners, by Jennie B. Merrill. Milton Bradley Co. 25 cents.

The Sunday Kindergarten, Game, Gift and Song, by Carrie Sivyer Ferris. University of Chicago Press. 1909. \$1.25.

Thirty Bible Stories for the Daily Vacation Bible School, by Rev. Arthur H. Limouze. Published by the Board of Home Missions of the Presbyterian Church in the United States of America. 156 Fifth Ave., N. Y. May, 1914. 50 cents.

For information concerning other schedules, music and lessons issued by the Board of Home Missions of the Presbyterian Church in the U. S. A., address at 156 Fifth Ave., New York.

A King Among Men (New Testament Stories), by Mary Stewart. Fleming H. Revell Company. Net, 50 cents.

Education by Plays and Games, by Geo. E. Johnson of the New York School of Philanthropy. Ginn & Co. 1907. \$1.50.

Art Song Cycles, by Silver Burdett. 25 cents each.

Tone Plays for Children, by Alys E. Bentley. A. S. Barnes Co. 1910. 15 cents.

Graded Games and Rhythmic Exercises for Primary Schools, by Marion B. Newton. A. S. Barnes Co. 1911. (Including rhymes and musical scores.) \$1.25.

The Handicraft Book, by Anne L. Jessup and Annie E. Logue. Comprising Methods of Teaching Cord and Raffia Constructive Work, Weaving, Basketry, and Chair-Caning in Graded Schools. A. S. Barnes Co. 1912. \$1.10.

Rural Handicrafts, by George F. Johnson, Inspector of Handwork, Liverpool. Sir Isaac Pitman & Sons, London and New York. 85 cents.

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Picture-Work, by Walter L. Hervey, Ph. D. Fleming H. Revell Company. 1908. 25 cents.

Stories and Story-Telling, in Moral and Religious Education, by Edward Porter St. John, A. M., Pd. M. The Pilgrim Press. 1910. 50 cents.

Handwork in the Sunday-School, by Milton S. Littlefield, Sunday-School Times. 1908. \$1.00.

The Garden of Eden, by Dean George Hodges. Houghton Mifflin & Co. 1909. \$1.50. (Old Testament stories.)

When the King Came, by Dean George Hodges. Houghton Mifflin & Co. 1908. Illustrated Edition. \$1.25. (New Testament stories.)

Kindergarten Stories for Sunday-School and Home, by Laura Ella Cragin. Doran. 1909. \$1.25.

Some Great Stories and How to Tell Them, by Richard Thomas Wyche, President of the National Story-Tellers' League. Newson and Company. 1910. \$1.00.

The Story-Tellers' Magazine. Monthly. 80 Fifth Ave., New York City. \$1.50.



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How to Tell Stories to Children, by Sara Cone Bryant.  
Houghton Mifflin & Co. 1905. \$1.00. (Including  
list of story collections.)

World Stories Retold for Modern Boys and Girls, by  
William James Sly, Ph. D. Griffith and Roland  
Press. 1914. (Includes 187 stories and Ethical  
Index.) \$1.00.

Crayon and Character, by B. J. Griswold. Meigs Pub-  
lishing Company, Indianapolis, Ind. 1913. (In-  
cluding 61 stories, trick drawings for platform use,  
and subject index.) \$1.00.





